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ABSTRACT

The goal of this conference was to assist early childhood professionals in their efforts to provide training to parents and family-focused, community-based transitions between preschool and school. The conference was also designed to assure children access to a high quality, developmentally appropriate preschool; adequate nutrition; and health care. Introductory materials contained in the conference packet include the conference agenda, a list of conference participants, and a paper describing the guideposts for achieving the nation's educational goals for the year 2000 announced by the President in April 1991. Conference papers discussed: (1) policy perspectives on excellence in early childhood education and parental involvement in education; (2) models of collaboration between organizations and individuals involved in early childhood education; (3) early childhood transitions of disabled children in general, and a particular program implemented in Kentucky; (4) early childhood education policy issues; (5) planning for parental involvement in early childhood education; and (6) suggestions for developing a collaborative transition plan. Other materials include descriptions of technical assistance services provided by agencies in six states, a collection of ERIC Digests on issues relevant to early childhood education, and a list of resources published by the ERIC Clearinghouse on Rural Education and Small Schools. (BC)

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WORKING CONFERENCE
—ON—
PRESCHOOL-TO-SCHOOL LINKAGES

NOVEMBER 21-22, 1991

GALT HOUSE

LOUISVILLE, KENTUCKY

CO-SPONSORED BY

Appalachia Educational Laboratory

—AND—

Kentucky Head Start Collaboration Project

PS 020466

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AGENDA
Working Conference on Preschool-to-School Linkages
November 21-22, 1991 • Galt House • Louisville, Kentucky

Co-sponsored by Appalachia Educational Laboratory & Kentucky Head Start Collaboration Project

DAY 1: November 21, 1991

8:00— 5:00 **Registration**

9:00— 9:45 **Opening Session** **Cochran Room**

Linda Likins, Kentucky Head Start Collaboration Project

Carol Perroncel, Appalachia Educational Laboratory

Keynote Address
"Kentucky's Preschool Program"
Dr. Thomas C. Boysen, Kentucky Commissioner of Education

Signing of Memorandum of Understanding between the Kentucky Department of Education & Head Start.

Remarks From: Suanne Brooks, Regional Administrator, Administration for Children, Youth and Families, US Department of Health & Human Services, Atlanta, Georgia.

9:45—11:45 **Panel Discussion:**
"The effects of the Kentucky Education Reform Act (KERA) on Child Care & Early Education in Kentucky"

Facilitator:
Leon Mooninghan, Vice President, Kentucky Association of Superintendents of Schools

Panelists:
Shelly Brown, Parent, Head Start
Ronnie Dunn, Manager, Cabinet for Human Resources, Family/Youth Resource Centers
Robert Simpson, Kentucky Department of Education, Chapter 1
Abbie Robinson-Armstrong, Division Director, Early Childhood Services, Kentucky Department of Education.
Beth Rous, Director, Project STEPS
Judy Whitten, President, Kentucky Head Start Association

12:00— 1:30 **Lunch** **Flagship Room**
"From the Trenches!"
Maurice Sykes, Director of Early Childhood Education, District of Columbia Public Schools

1:45— 2:45 **General Session** **Court Room**
"Child Care and Early Education in TN, VA, and WV"

Tennessee: Katherine Greenberg, Associate Professor, University of Tennessee & COGNET-Follow Through Project Director
Virginia: Adrey Berryman, Virginia Department of Education, Chapter 1
West Virginia: Lyle Sattes, Director, West Virginia Governor's Commission on Children and Families

2:45— 3:00 **Break**

3:00— 5:00 **State and Team Meetings:**
"Considering the Issues and Preparing an Action Plan"

Kentucky —Water Post Room
Tennessee —Anchor Room
Virginia —King's Head Room
West Virginia —Queen's Room

5:00— 7:00 **Reception—** **Court Room**
Sponsored by
KAPLAN CORPORATION
1310 Lewisville-Clemmons Road
Lewisville, North Carolina

Dinner on Your Own

Displays of Linkage and Transition Resources Include Materials and Information from:

Chapter 1 Regional Training Center
Institution of Higher Education
Kentucky Head Start Association
Kentucky Regional Training Centers
Kentucky Specially Funded Coordinators
Mid-South Regional Resource Center
National Association for the Education of Young Children
National Early Childhood Technical Assistance Services
Region III & IV Head Start Resource Center
Regional Access Project
Southern Association for Children Under Six

Day 2: November 22, 1991

7:30— 8:45 **Continental Breakfast Bar** **Court Room**

8:45—10:00 **Welcome Back!**
"The Importance of Preschool-to-School Linkages and Transition"
Sharon L Kagan, Senior Associate, Bush Center in Child Development and Social Policy, Yale University

10:00—10:15 **Break**

10:15—10:55
and
11:05—11:45 **Concurrent Sessions**—40 minutes each
"Linkage and Transition Issues and Programs That Work!"
The seven sessions described below will be presented beginning at 10:15 and again at 11:05

1 **Alternative Assessment:** **Kent Turf Room**
What it means! The importance of understanding, interpreting, and using assessment! Why, what, and when to do it—or not! How to do it!
Oralie McAfee, Early Childhood Consultant.

2 **Chapter 1:** **Old River Room**
Chapter 1, Preschool and Even Start programs, including guidelines for appropriate early childhood practices
Pamela Godt, Region 2 Rural Technical Assistance Center, Director of Center for, Effective Educational Practices; and
Sheila Short, Region B Technical Assistant Center.

3 **Follow Through:** **Corn Island Room**
A Cognitive Enrichment Network — a program impacting on children, teachers & parents; a community networking to enrich the lives of children and their families.
Katherine Greenberg, COGNET Project Director, Associate Professor/Project Director, University of Tennessee.

4 **Models for Collaboration:** **Water Poet Room**
The challenges of philosophy, pedogogy, resources, operations, and more!
Marce Verzano-O'Brien.

5 **National Center for Family Literacy:** **Queen's Room**
Helping parents become partners in their children's education
Bob Spellman, Assistant Director.

6 **STEPS** **Dorset Room**
Sequenced Transition to Education in the Public Schools—a process-oriented model for the development of local transition systems
Beth Rous, Director.

7 **Impact on Transition of *Individuals with Disabilities Education Act*:** **Anchor Room**
Keeping transition in perspective: legal requirements, common points of transition, interagency coordination & administration, staff development, family involvement, & child preparation.
Peggy Stephens, Technical Assistant Specialist.

11:45—12:00 **Break**

12:00— 1:15 **Lunch** **Court Room**
Helping Children to Succeed Against the Odds!
Willie Epps, Director, Head Start Program, Southern Illinois University at Edwardsville, East St. Louis, Illinois

1:15— 1:30 **Break**

1:30— 2:30 **Action Steps to Begin Linkages and Transition!**
Kentucky —Water Poet Room
Tennessee —Anchor Room
Virginia —King's Head Room
West Virginia —Queen's Room

2:30— 3:00 **Closing Session** **Cochran Room**
Where Have We Been, Where Are We Now, Where Are We Going?
Oralie McAfee, Early Childhood Policy and PracticePrivate Consultant

3:00 **Adjourn**

AEL
25 YEARS
Improving Education Through
Research and Development

November 21, 1991

Dear Conference Participant:

On behalf of the Appalachia Educational Laboratory and the Kentucky Head Start Collaboration Project, we would like to welcome you to Louisville, Kentucky, for the first annual regional conference on Preschool-to-School Linkages.

The goals of this conference and the challenges it provides present an opportunity for those of us in the Early Childhood Community to meet, share information and experiences, and work together to create a better delivery system of services for our region's young children and their families.

It is our hope that when you leave this conference tomorrow you will take with you the knowledge and resources to collaborate with all of the early childhood community to help your region address the President and the Nation's governors first national education goal:

> "By the year 2000, all children in America will start school ready to learn."

We also anticipate that you will have the necessary information to implement strategies to:

- provide family-focused and community-based linkages and transitions between preschool and school;
- provide support and training to parents so that they can become the child's first teacher, and continue to be involved in their child's education;
- begin to assure that all children will have access to a high quality and developmentally appropriate preschool to school program; and
- assure that children receive the nutrition and health care needed to arrive at preschool and school with healthy minds and bodies.

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We thank all of the presenters, facilitators, co-sponsors, consultants, and staff who worked so hard to make this event happen. Most importantly, we thank you for your work and dedication to this worthy cause.

Sincerely,

Carol B. Perroncel
Carol Perroncel
Appalachia Educational Laboratory

Linda K. Likins
Linda Likins
Kentucky Head Start Collaboration Project

Insert the
Participant List
Here

WORKING CONFERENCE ON PRESCHOOL-TO-SCHOOL LINKAGES

November 21-22, 1991

Galt House, Louisville, Kentucky

Co-sponsored by

Appalachia Educational Laboratory

&

Kentucky Head Start Collaboration Project

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DEPARTMENT OF EDUCATION · UNITED STATES OF AMERICA

PREPARING YOUNG CHILDREN FOR SUCCESS

GUIDEPOSTS FOR ACHIEVING OUR FIRST NATIONAL GOAL

An AMERICA 2000 Education Strategy

Provided by AEL
Appalachia Educational Laboratory
P.O. Box 1348 • Charleston, WV 25325

PREPARING YOUNG CHILDREN FOR SUCCESS

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OUR FIRST
NATIONAL EDUCATION GOAL

August 1991

U.S. Department of Education

INTRODUCTION

In April 1991, the President announced AMERICA 2000, an education strategy designed to move all communities in America toward realization of the six national education goals. The goals represent an agreement between the President and the Nation's governors that sets national priorities for the nineties. The U.S. Department of Education has the principal Federal responsibility for the successful implementation of the national goals, and has made goal one, the cornerstone of the six goals, a top priority. The first goal states the following:

> **By the year 2000, all children in America will start school ready to learn.**
>
> - **All disadvantaged and disabled children will have access to high quality and developmentally appropriate preschool programs that help prepare children for school.**
> - **Every parent in America will be a child's first teacher and devote time each day helping his or her preschool child learn; parents will have access to the training and support they need.**
> - **Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies, and the number of low birthweight babies will be significantly reduced through enhanced prenatal health systems.**

The Department's Office of Elementary and Secondary Education and Office of Planning, Budget and Evaluation developed *Preparing Young Children for Success* to provide guideposts that may be helpful in taking actions to achieve the first goal -- Readiness for School.

This paper discusses the major issues having to do with definition of terms and implementation strategies that are implicit in the goal statement, and proposes policies and practices related to these issues. The goals and the paper focus on children learning in the home, in preschool, and in early elementary school. Many different kinds of education and care settings serve young children, given the growing number of young children who receive care outside the home, and each contributes to children's development. The principles articulated in this paper are meant to extend to all early education and care settings. (The word "preschool" means family child care or center-based care.)

This paper represents collaboration across agencies, across disciplines, and with the private sector. While the Department of Education took the lead, the paper could not have been completed without the participation of the Department of Health and Human Services and the Department of Agriculture. Indeed, in preparing the paper, a partnership was forged between Department of Education staff and those concerned with the implementation of Healthy Children Ready to Learn, the Office of the Surgeon General's initiative on behalf of young children.

In addition, a panel of experts provided advice throughout the project. They represent the fields of health, including pediatrics and nutrition, and education; early childhood education, elementary education, compensatory education, special education, bilingual education, teacher training, education policy and parent involvement. The panel members included researchers, educators, physicians, and policy makers from universities, public and private agencies, and state and national associations.

Preparing Young Children for Success calls upon all Americans to change the way we think about learning and to translate our expectations into action. Children must be ready to learn and schools must be ready to teach. To do this will require sustained, collaborative action by a broad spectrum of people, from parents to policy makers, who are ready to act on behalf of young children. Together, we can live up to our responsibility to make homes, schools, and communities places where all young children have the opportunity to learn and to grow to the fullest extent of their capabilities.

John T. MacDonald
Assistant Secretary
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SCHOOL READINESS: MEETING THE CHALLENGE

Young children are eager to learn, yet not all children succeed in school. Children's first learning experiences should lay the foundation for success in school and in adult life. To do this, early childhood experiences must promote children's physical development, social maturity, emotional adjustment, and cognitive capacities. They should nurture children's motivation to learn, and give children a start in communicating and solving problems.

While the concept of school readiness focuses attention on those years just prior to formal schooling, it incorporates the critical periods of growth from birth to about age eight. During this time, children are primarily socialized and educated by their families and caregivers, and by the opportunities they have to explore the world.

But this is only part of the perspective that frames our view of school readiness. Social conditions also contribute to the current context for readiness. Reports of our declining economic competitiveness have given rise to a movement to strengthen the academic demands of schooling and increase public accountability of schools. These pressures are extending down to the earliest grades. Young children are now confronting an increasingly demanding academic curriculum, earlier; increased kindergarten retention; delayed school entry; segregated transition classes; and widespread use of standardized testing in the early years. These developments have generated concern due to their mismatch with growing knowledge about how young children learn.

Moreover, the environment needed to develop the necessary knowledge, dispositions, and skills may be denied to children who are disadvantaged or who have disabilities. Indeed, the increasing numbers of young children in poverty, in single-parent households, and in families where English is not spoken require schools and communities to develop new ways of educating children and securing the support of their families. One response to this concern has been the growth of early childhood programs—often coupled with family education—in the belief that the prevention of problems is more humane and effective than remediation. It is in this context that our first national education goal was announced.

The first national education goal states: "By the year 2000, all children in America will start school ready to learn." It further states that we [illegible] ensure "access to high-quality and developmentally appropriate preschool programs" for "disadvantaged and disabled children," that all parents will help their children learn, and that sufficient nutrition and health care will be available for pregnant women and young children. The goal makes it clear that American homes must be places of learning, and that federal and state governments must do their share to provide adequate maternal and child health coverage, as well as preventive services, and early identification and treatment of learning disorders.

Ideally, children who are ready to succeed in school are healthy, immunized against disease, well-nourished, and well-rested. Their early experiences have given them a start in learning to cooperate, exercise self-control, articulate their thoughts and feelings, and follow rules. They are trusting and have a feeling of self-worth. They explore their environment actively and approach tasks with enthusiasm. They are motivated to learn.

Our first national education goal is designed to move all children closer to these ideals. For some children, however, extra help is necessary. That is, children who have disabilities, or who suffer from the multiple problems associated with poverty, abuse, and neglect, need additional assistance. Parents, community members, and school personnel need to make a commitment to provide all children with the nurturance, stimulation, and opportunities for growth required for educational success.

The following sections of this paper outline the steps required to move forward on behalf of young children. Although the paper is organized in accordance with the three objectives delineated in the goal, the objectives are interrelated. Parents are critical to the development of young children and their educational success. At the same time, community members, public officials, and health, education, and social service professionals must do their utmost to help support young children and their families.

Objective 1:
All disadvantaged and disabled children will have access to high quality and developmentally appropriate preschool programs that help prepare children for school.

Serving the Most in Need

The children who are most ill-prepared for school and adult life are disproportionately those who live in poverty. Many of these children display deficiencies in their development and lack the family support so essential for success. Despite focused efforts to serve the special needs of the disadvantaged, the cycle of failure continues to repeat itself. To halt the cycle, preventive efforts must begin in the preschool years.

We know that the number of children in the U.S. who suffer from some form of disadvantage is substantial. The National Center for Children in Poverty (1990) reports that about five million children under the age of six live in families whose incomes are below the official poverty level. The National Center for Health Statistics (1990) reports that in the late 1980s, one out of every five births (800,000 per year) in the U.S. was to a mother who had not completed high school. The enormity of the problem is sobering; it is clear that even the most conservative estimates of the level of disadvantagement in this country would not fall much below 10-11 percent of the preschool-aged population (Zill and Wolpow, 1990). While proficiency in more than one language is a lifelong resource, children whose English proficiency is limited need special assistance as they prepare for school success.

Language minority children make up a growing proportion of U.S. youngsters. It is estimated that the number of such children aged birth to 4 years rose from 1.8 million in 1976 to 2.6 million in 1990 (Soto, 1991). The number of children with limited English proficiency is expected to continue to increase; many of these children also have parents whose educational level and income are low. For these children, the early childhood setting may offer their first contact with a culture and language that is different from the home. Developmentally appropriate, culturally sensitive programs should be available to these children so that their first exposure to early education and care is a positive one.

Children with disabilities include those who have a sensory or motor impairment, a chronic illness, a learning disability, or another physical, mental, or emotional condition that interferes with their ability to attend school or do regular school work at grade level (Zill, 1990). Data on the number of children receiving special education services give a rough indication of the numbers of children who may need these services. In 1988 there were about 4.1 million children aged 6 to 21 as well as nearly 400,000 preschoolers (birth through age 5) receiving special education services (U.S. Department of Education, 1989). However, many more preschool children are likely to have disabilities than receive services, given the difficulties of detecting learning problems in very young children and the recency of such services for infants and toddlers. Indeed, the proportion of birth to 5-year-olds identified with disabilities is well below the proportions identified among older age groups.

Offering High Quality Programs

By "high quality," we refer to the teaching practices, organizational structure, and institutional supports that facilitate active, nurturing, and productive learning experiences for young children. Such opportunities should reflect the way in which young children learn.

Learning occurs as children interact with people and respond to the world around them. It is an active, dynamic process in which children's new experiences continuously revise and expand their prior learning. High quality child care and preschool experiences encourage young children to explore their environment actively, interact with peers and adults, and extend their understanding through play. Rather than focusing solely on mastery of isolated facts and skills, adults who work with young children should provide them with a context for understanding what they are learning.

We must recognize that high quality education and care exist in a variety of settings — home, school, workplace, family day care, child care centers, churches and synagogues, libraries, and other community organizations — and in communities with diverse needs and resources. Our objective is to promote learning environments that are physically and emotionally safe, staffed by competent individuals, and intellectually stimulating.

Taking Action

In taking steps to improve children's readiness to benefit from schooling, we urge states and localities to consider the following:

Link Community Resources

- **Collaborative planning: Initiate collaborative, community-based planning to ensure that children who are disadvantaged or who have disabilities have equal access to quality early education and care.** Many organizations and individuals are involved in early intervention programs. By collaborating, they would ensure the best possible start for at-risk children; yet often programs work in isolation or at cross-purposes. Given limited resources, it is essential to break down bureaucratic boundaries and garner the wealth and spirit of local community members on behalf of young children.

  In planning to use funds available under the 1990 Child Care and Development Block Grant program, states and localities are urged to conduct comprehensive assessments of community resources and needs. This new legislation provides an opportunity to enhance existing resources and reduce unproductive competition, while addressing individual family preferences.

- **Financial resources: Take advantage of existing funding sources in augmenting efforts to improve the readiness of at-risk children.** To the extent possible, states should "frontload" schooling by focusing on early intervention rather than later remediation. For example, administrators can use federal funds such as Chapter 1 to improve preschool and kindergarten programs for children in need of supplemental services. Combining resources from Chapter 1 and Chapter 2 with those from Head Start and Even Start would provide a substantial increase in resources available for preschool and kindergarten programs. Coordination of early education within state and local agencies will enable officials to identify natural affinities among existing programs and services.

- **Family connections: Strengthen ties with families. The family is the primary stimulus for early learning.** Caregivers and teachers of young children should build on what children have learned at home, and help children share preschool experiences with their families. In addition, family education programs can help families develop a greater capacity to educate their children.

- **Transitions: Build connections among parents, preschools, and elementary schools to ensure smooth and coherent transitions.** Systematic transition activities will promote instruction that is appropriate for the ages and personal characteristics of entering students, help parents and children understand and shape school expectations, and inform teachers about each child. Home visits and other contacts between school staff and families, transfer of records, joint training and curriculum development by preschool and primary school staff, and the coordinated delivery of support services are examples of transition activities.

Assess Needs and Progress

- **Early screening: Expand efforts to screen children, particularly the disadvantaged, early on to prevent developmental delays.** Identification of children who may not yet be enrolled in school is a difficult task. However, schools, public health, and social service agencies should develop standardized approaches for finding and serving such children. In doing so, states and local agencies could build on information networks developed under the Individuals with Disabilities Education Act (IDEA) that bring together personnel from hospitals, Medicaid programs, state and local social service agencies, as well as individual pediatricians to identify infants and toddlers in need of special education services.

  In conducting assessments, steps must be taken to ensure equitable and appropriate treatment:

  - Assessment should be made by multidisciplinary teams that include educational and medical specialists as well as parents.
  - To determine the need for such services as health care, nutrition, dentistry, counseling, and transportation, screening should cover the family, not just the individual child.
  - Assessment should be ongoing so as to reevaluate the changing status of children diagnosed as having special needs.
  - Determinations of educational and social need should not be based on social class, race, ethnicity, or gender.

- **Appropriate assessment: Use ongoing observations by teachers and parents to assess children's progress in cognitive, social, emotional, and physical domains.** Systematic observations, portfolios of children's work, and reports from parents constitute appropriate assessment measures for young children. Training and time should be afforded teachers so that they can learn multiple assessment techniques and use the results to improve instruction.

  Restrict use of standardized testing to identifying special needs and personalizing instruction. Given the rate at which young children grow, their inexperience with test taking, short attention spans, and the wide range of their early experiences, such tests should not be used to determine their school entry or retention. Further, the very traits we are most interested in measuring may bear only a moderate relationship to the skills that children will later develop.

- **School entry criteria: Base eligibility for school entry on chronological age; children should not be excluded from school on the basis of unfavorable cognitive, small motor, social, and/or emotional developmental assessments.** We urge a halt to the practice of using standardized testing to screen out young children who are not academically "ready" for school entry or to place them in differentiated kindergarten programs. Schools have a responsibility to adapt their curricula to the capacities of entering children, not to expect children to adapt to inappropriate school expectations and practices.

Improve Educational Practice

- **Learning environments: Early education and care must be congruent with learning patterns of young children.** Research in child development has laid the groundwork for teaching young children. A strong consensus among early childhood educators has emerged around the report *Developmentally Appropriate Practice*, issued by the National Association for the Education of Young Children (1987). This document presents a developmental approach to early childhood education and forms the basis for professional accreditation of early childhood programs. This and other documents form the foundation for the recommendations that follow:

  - The curriculum and structure of early childhood programs should reflect and support each child's innate curiosity, abilities, and interests.

- Activities should be multi-sensory, provide hands-on learning with concrete objects, and enable young children to experience the world around them. Children need to explore their environment through their senses before they are ready to engage in symbolic forms of learning, such as reading and writing.

- Play should be respected as a mode through which children learn, develop their abilities to communicate, explore, try out new ideas and experiences, expand their physical and social capabilities, and express themselves.

- Learning should be integrated, not divided into isolated subjects or focused on mastery of discrete skills. Themes and projects provide a way to expand knowledge and skills in a holistic manner. Learning should be understood as a creative process in which children transform external information based on their unique experiences and developmental levels.

- The child's day should be varied and balanced, with opportunities for whole group, small group, and individual activities. Similarly, a mix of child-initiated and teacher-directed activities should be offered. Teachers should carefully structure the classroom environment so that it provides rich opportunities for learning and encourages children to become self-directed learners.

- Language development and reasoning should be actively promoted through conversation, questioning, and ample opportunities for children to create stories. Adequate adult-child ratios will enhance opportunities for children to expand their vocabulary, their self-expression and their creative thought.

- Educators are urged to employ flexible grouping practices. Schools should consider establishing non-graded primary units for children up to age 8. In this way, children can work at their developmental levels, progress at their own rate, and benefit from interactions with children of different capabilities and experiences. Because children learn from interacting with their surroundings and peers, heterogenous grouping of children is crucial. Inclusion of children with disabilities in early education and care settings develops respect for individual differences among staff and children.

- **Cultural diversity: Respect the cultural, linguistic, and ethnic diversity of children and their families and reflect this respect in instructional practice and expanded efforts to recruit minority teachers and teacher aides.** Diversity should not be a barrier to effective teaching and learning. When the values which children bring to school are ignored or belittled, children's self-esteem — and their school performance — suffers.

- **Training: Provide training to caregivers, school administrators, teachers, and ancillary staff who work with young children.** Emphasize such topics as child development, language acquisition, and instructional and assessment techniques appropriate for young children. This training should include ways to involve parents from various cultural, racial, and socioeconomic backgrounds.

- **Program supports: Mobilize provider networks, resource and referral agencies, teacher training institutions, and other forms of self-help and technical assistance to improve the quality of early education and care and to offer support to existing providers, particularly those with limited resources.**

Objective 2:

Every parent in America will be a child's first teacher and devote time each day helping his or her preschool child learn; parents will have access to the training and support they need.

The Role of Parents

Parents are responsible for their children's well-being and development. Children's health, attitudes, values, self-image, and understandings are initially shaped by their families. Family life also forms the core of emotional and social development. The ways in which parents nurture, discipline, communicate with, and form expectations for their children are based in culture and experience. In addition, parents' repertoires of skills help shape their relationships with their children, even though parents may not precisely understand how their own beliefs and actions influence their children's growth.

Studies have shown that, although parents and their children spend a good deal of time together in the same physical space, parents devote little time (approximately 15 minutes per day) to such activities as teaching, reading, listening to, or playing with their children (Powell, 1990). Despite this finding, we have equally strong evidence that parents care about their children and have the desire to do more for them. Notably, many parents would welcome an opportunity to expand their parenting skills through activities that build on their strengths and interests (Epstein 1984, 1985).

Family Supports

Over the past few decades, dramatic changes in family structure have eroded the traditional social networks through which parenting skills were passed from one generation to the next and were supported within families. In response, a number of public and private groups have initiated family support programs. These programs help parents understand more clearly the important role they play in educating their children, enhance their knowledge of child development, hone their child-rearing skills, and improve ties between schools and families. In addition, for low-income families, they may provide access to social and health services.

Taking Action

To achieve our readiness goal, parents, guardians, and community members should recommit themselves to working on behalf of young children. Institutional support should be provided, as needed, to help parents increase their confidence and skills so that they can support their children's education and growth. To implement this objective by the year 2000, parents and guardians should take the following actions:

Meet the Challenge of Parenting

- **Family activities: Read, converse, and play with their children each day.** Simple activities that occur in the home, such as preparing meals, repairing a toy, or planning the weekend, provide learning opportunities for families. Limitations on the amount of time spent watching television will increase the time available for family interaction. To the extent possible, parents should concentrate on inculcating in their children self-respect, enthusiasm for learning, and the ability to question and solve problems. The seeds for these attributes are planted at the earliest age.

- **Values: Become aware of the powerful influence that their everyday actions exert on children.** Parents should talk with their children about the values they hold and the choices they make. Life experiences of family members and friends help shape children's values, self-image, and expectations.

- **School involvement: Become involved with their children's activities outside the home, particularly their schooling.** When parents spend time with caregivers and teachers, their children feel more secure, and parents become more effective advocates for their children. When there is continuity in learning between home and other early childhood settings, children benefit.

- **Healthy lifestyle: Ensure that their children are well-rested, receive their immunizations and regular check-ups, and have a balanced diet.** Parents bear primary responsibility for their children's health. They should learn what to expect of their children as they grow, and how best to support their physical and emotional development. Parents should also realize that many childhood injuries can be prevented, and do their utmost to make home environments safe for young children. Young children are keen observers of those around them; parents should attend to their own health, in addition to looking out for their children's well-being.

Provide Support to Families

Similarly, the public and private sectors have an obligation to help support families in the following ways:

- **Family education: Establish family education and support programs which are geared to the personal needs of participants.** Families are diverse. Culture and experience affect parenting practices. Psychological well-being, knowledge about child development, personal relationships, work status, and characteristics of their children also influence parenting (Powell, 1990). Family education programs must be sensitive to the needs of those they seek to serve, and respectful of parents' child-rearing views.

  Programs should respond to family differences through a flexible approach to program development.

  - Organizations providing programs for at-risk families, for example, should serve them within the surroundings where they feel comfortable (e.g., the workplace, neighborhood homes, the local church or synagogue).

- Methods of recruitment, scheduling, and services should match the needs of participating families and be designed to reduce barriers to participation. Home visits, group sessions, child care, transportation, parent/child activities, and access to comprehensive services should be provided, as appropriate.

- Strong efforts should be made to recruit and train staff from the local community.

- **Communications among families: Personal contacts are critical in conveying information about child-rearing practices.** Studies indicate that parents value information from people whom they know more than from mass media sources. Informal social networks of friends and relatives are particularly credible (Powell, 1990). Family education programs can help create such networks where they are lacking and benefit from those that already exist.

- **Partnerships with parents: Providers of early education and care should recognize that parents and teachers each make unique contributions to children's development.** Learning will be most successful when parents, caregivers, and teachers work to build reciprocal relationships based on their mutual concern for children. It is on this basis that productive home/school relationships are crafted.

- **Parent Involvement: Preschool and school administrators should make parent involvement a basic responsibility of all caregivers and teachers, providing training, time, and incentives for carrying out this function.** This includes ongoing, informal communication concerning children's progress as well as more formal parent involvement. Formal parent involvement activities frequently take one of three forms: empowerment, volunteering, and parents as educators. Schools and preschools should consider the circumstances under which each of these is successful. For example:

    - Some program administrators seek to empower parents as decision-makers in designing and implementing school policies, such as has been done by Head Start for many years. Some current experiments in school-site management are placing parents in an active policy role. Yet this model is unlikely to be sustained unless school personnel are convinced that such an approach will be beneficial, and are willing to prepare parents for responsible and informed participation (Moore, 1990).

    - Parents who serve as volunteers to chaperone field trips, assist in the classroom, or assemble art supplies provide a traditional model of parent involvement. Given dramatic economic and social changes, however, increasingly fewer parents are available to serve as volunteers during the school day.

    - The third model focuses on parents as the primary educators of their children. Parents learn how to become better educators, receive information about educationally enriching activities for their children, and learn about how to gain access to local health, education, and social service agencies. This model relies heavily on the enthusiasm and availability of the parent. To be successful, it must take into account class, racial, and cultural differences in child rearing practices (Moore, 1990).

- **Business and employer support: Develop policies that support families with young children.** For example, a number of employers have adopted job-sharing, flexible scheduling, and parental leave policies; on-site child care or resource and referral services that link parents with child care providers; and parent education luncheon seminars. These strategies are designed to relieve employee stress, enhance job performance, aid in employee recruitment and retention, and improve the lives of young children. In addition, some employers have encouraged their workers to mentor children who have few adult role models in their lives and to make their skills available to institutions that work with children. We support these efforts and urge employers to strive for a better balance between work and family life.

Finally, preschool and school staff, as well as parents, have a responsibility to prepare all children to meet the demands schools will make of them. For some children, there is little difference between the values and expectations of home and school. For other children, the gap between what they know and what schools want them to know is enormous. Children may adapt by blaming themselves, determining early on that they lack the abilities needed for school success. Achievement of school readiness, therefore, requires us to do the following:

- Help disadvantaged parents learn about school expectations, about how to become advocates for their children, and about how to support their children's education through experiences in the home.
- Respect family values including those that differ from mainstream culture. This means developing rapport with every parent, exchanging ideas about child-rearing and individual children, and explaining school practices where they differ from family norms.
- Work to reform schooling so that it becomes more appropriate for the developmental needs of young children, and more responsive to the heterogeneity of American children and families.

Objective 3:

Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies, and the number of low birthweight babies will be significantly reduced through enhanced prenatal health systems.

Identifying Health Issues

The third objective reflects our growing awareness that health and education are inextricably linked: a child must be physically and emotionally healthy in order to learn, and a child and the child's family must be educated in order to stay healthy. This is true for children of all ages, but is particularly acute in early childhood. The two critical systems of great importance to children—health and education—need each other to be effective and yet, historically, have often worked in isolation from one another. However, health care providers are increasingly focusing on prevention as well as treatment of disease and disability, and on the developmental, as well as the physical, needs of their young patients. At the same time, educators are recognizing that many factors—for example, social and economic forces, or children's health status—affect students' ability to learn. Only if we forge a partnership between health care, social service, and education professionals and families will we achieve our readiness goal.

The National Health Promotion and Disease Prevention Objectives, also slated to be accomplished by the year 2000, are closely tied to school readiness issues. These objectives highlight preventable problems affecting the health of young children. More than half of the 300 objectives address important issues for young children's well-being such as maternal health and prenatal care; immunizations; access to preschool; nutrition; mental health; early, comprehensive assessment and screening; prevention of violence and child abuse; injury prevention; reduction of mental retardation; awareness of environmental problems such as lead poisoning; dental health; asthma; and the financing of preventive services. Achievement of these national health objectives will move us much closer to achieving school readiness.

Parental poverty and undereducation have been consistently correlated with lack of early and sufficient health care. Indeed, the percentage of children suffering from poor health in this country is twice as large among children from poor families as among children whose families are more affluent.

- Ten percent of school-aged children from poor families have a chronic health condition that restricts their daily schoolwork and play. This is nearly twice the proportion of wealthier school-aged children with limiting conditions (Zill, 1990).
- In general, children from economically disadvantaged families receive routine medical and dental care far less often, yet visit clinics and hospital emergency rooms far more frequently than their more advantaged counterparts.
- The diet of disadvantaged children includes more fat, cholesterol, and sodium, and less fiber, fruit, and vitamin supplements than that of children from families with higher income levels.
- More than 14 million women of reproductive age have no insurance to cover maternity care. Recent mandates expanding Medicaid have resulted in more women being eligible for

prenatal and postpartum care, but persistent problems remain, including a growing shortage of obstetrical providers, as well as language and cultural barriers, that hamper the process of getting care to eligible women.

Between 1970 and 1980 there was a significant trend toward increasing early entry into prenatal care for the groups with the lowest levels of care. Since 1980, however, the proportion of women who begin prenatal care in the first trimester of pregnancy has reached a plateau. According to 1987 data, nearly 40 percent of pregnant black women and 39 percent of pregnant Hispanic women failed to receive early prenatal care (U.S. Public Health Service, 1990).

While not all babies with normal birth weights are automatically healthy, and not all low birthweight babies are automatically troubled, the evidence is convincing that being born at low birthweight puts a baby at greater risk. Compared to babies of normal birthweight, low and very low birthweight babies have seven to ten times the risk of severe developmental problems (e.g., severe cerebral palsy, blindness, deafness, retardation) and two to three times the risk for school problems. In addition, low birthweight babies are more likely to have chronic health problems necessitating absence from school. When low birthweight is combined with poverty, the child faces what can be referred to as "double jeopardy" (National Health/Education Consortium, 1990).

Emerging problems brought about by maternal use of cocaine and other drugs during pregnancy must be addressed from the prevention, treatment, and education perspectives. While reliable data on the prevalence of substance abuse by pregnant women is difficult to obtain, extrapolations of local studies suggest that mothers of as many as 10 percent of babies born each year have used one or more illicit substances during their pregnancy (Healthy People 2000, 1991). Current literature indicates that prenatal cocaine exposure affects the developing child's learning and memory. As these children reach school age, schools will increasingly need to address their special learning and behavioral problems (National Health/Education Consortium, 1991).

Traditionally, infant health care has tended to emphasize the prevention and control of infectious diseases. The current measles epidemic provides an indication, however, that we must reexamine the efficacy with which we are providing this basic preventive service. In 1990, more than 25,000 cases of measles were reported, nearly half of these in unvaccinated preschool children, mostly among minorities (National Vaccine Advisory Committee, 1991). This is a warning that we are failing to deliver our most cost-effective health delivery service—immunization. We must take immediate steps to improve our immunization services for young children, particularly the disadvantaged.

As we bolster our traditional health care services, we should also pay more attention to the healthy emotional and mental development of infants and young children. Factors such as poverty, abuse or neglect, and disturbed family relationships increase the risk of emotional dysfunction and mental disorders in infants and young children. Yet the consequences of these situations are generally not documented until children's learning or behavior problems are noticed in preschool or school, even though they are often obvious to a trained observer (National Center for Clinical Infant Programs, 1986). The emot[illegible] and mental disorders of early childhood need to be addressed [illegible] they lead to school failure and behavioral problems.

In attempting to address the issues reflected [illegible] of our school readiness goal, we should expand our [illegible] re that all children receive the proper health and nutr[illegible] they need to become active, alert, and productive stud[illegible] ieve school readiness, then, will require close collaborati[illegible] een the health and education sectors. At the federal level, we endorse the national health goals and objectives, and related readiness initiatives. Further, we recommend the adoption of the following actions to help reach this important goal:

Linking Health and Education Efforts

- **Support health goals: Work to achieve the National Health Promotion and Disease Prevention Objectives, and the Surgeon General's Healthy Children Ready to Learn Initiative.** Activities related to both of these will support achievement of all aspects of the national education goals and move us closer to recognizing the interrelated nature of health and education.

- **Form partnerships: Forge lasting partnerships between health and education.** No longer can these sectors operate in isolation. To break down the barriers that separate them, we should develop forums for learning about the interdependence of education and health, create multi-disciplinary assessment and services-delivery teams, and carry out joint funding and evaluation. Efforts should build on the successes of on-going activities, such as Head Start, Even Start, and early intervention services for young children with disabilities.

Setting Priorities

- **Provide a continuum of care: Envision health care as a continuum that begins before birth and continues throughout a lifetime, involving parents and other caregivers as well as individual children.** Children's health is related to the health of their parents, and children should be evaluated within their family context.

- **Meet comprehensive needs: Give equal priority to the emotional and mental development of young children as well as to their physical health and nutrition.** While it is critical to improve the efficacy of traditional services, such as immunization, we should also move toward comprehensive, coordinated health care.

Improving Service Delivery

- **Use existing knowledge: Expand the use of existing knowledge and technology through heightened awareness and more effective service delivery.** We know how to prevent infectious diseases and avoid many childhood injuries (the leading cause of death in children). Yet we are failing to immunize all our children on schedule and all too often accept unsafe environments for children. We must find better ways to get information and services to families with young children, and continue to develop more effective preventive and diagnostic measures. More systematic linkages between early childhood and health programs would help improve service delivery.

- **Match services delivery to family needs: Improve the match between family needs and the provision of services.** Health, education, and social service providers should offer coordinated care that is personalized, family-centered, culturally sensitive, and accessible to community members. Disadvantaged populations, for example, should not have to go from agency to agency in search of services, nor should they be served by a variety of individuals who do not communicate with each other. Instead, services should be integrated to the extent possible and offered in such places as the home, mobile vans, or schools.
  When multiple services are located at a single site, both young children and their families can be assessed and receive the services that they need. In addition, multi-disciplinary teams can assume on-going responsibility for working with needy families. Both self-care and use of hospital emergency rooms are insufficient for maintaining the health of young children. A routine source of professional care must be available to all families.

- **Interagency collaboration: To serve multiple family needs, government agencies at all levels need to remove statutory and regulatory impediments, and agency officials need to develop new, collaborative working relationships.** Part H of the Individuals with Disabilities Education Act provides a model of interagency collaboration. The legislation provides assistance to states to develop and operate comprehensive, coordinated, multidisciplinary, interagency programs of early intervention services to infants and toddlers with disabilities and their families. Unique features of Part H are its focus on families as the center for service delivery and its requirements that a State Interagency Coordinating Council be established, its membership be appointed by the Governor, and that interagency agreements be developed to ensure the coordination of all resources at federal, state, and local levels.

The Federal Role

Much of this paper has focused on actions that take place within the family, community, or state context. This is appropriate, given that these sectors have direct responsibilities for the welfare of young children. Yet, the federal government has a unique role to play in helping to achieve the readiness goal.

Federal programs offer support for preschool education, child care, prenatal care, and health services, as well as tax credits to families with young children. Among the most important sources of assistance for improving children's readiness are: Head Start, Chapter 1, Even Start, Individuals with Disabilities Education Act, the Family Support Act, Medicaid, the School Lunch program, the Maternal and Child Health Block Grant, the Child Care and Development Block Grant, Title IV-A of the Social Security Act, and the Special Supplemental Food Program for Women, Infants, and Children (WIC). To help achieve the readiness goal, federal agencies must sharpen their efforts to serve young children and their families, and support interagency collaboration in planning, development, research, and evaluation.

Public officials provide leadership, technical assistance, and support for program services, research, and evaluation. Working together, officials from education, health, and social services agencies can advance knowledge and practice. Federal officials should remove impediments to collaboration across program boundaries and provide incentives for integrating services. In addition, to ensure that the services are appropriate and effective, families must be empowered to define and direct the selection of those services. Given the need to provide comprehensive services to many young children and their families, family empowerment and services integration are imperative.

Moreover, federal agencies must be held accountable for focusing their efforts on achievement of the national education goals. At the same time, federal support should be given to assessment of overall progress toward the readiness goal. We need to know whether schools and other institutions, as well as parents, are providing young children with more and better opportunities for early development. And we need to know whether these services are making a positive difference: are our children in early elementary school healthier, are they more secure, are they improving their ability to read and think? Federal agencies should take the lead to plan for national accountability in meeting our readiness goal.

Moving Ahead

This document has outlined some of the major tasks that lie ahead as we work to achieve our national education goal of preparing all children to succeed. Its accomplishment depends on developing a vision for young children that is shared by parents, educators, health and social service professionals, public officials, and persons from the private sector. It further depends on simultaneous activity at the local, state, and national levels. For unless the national education goals become a priority for action within each local community, they will not move beyond rhetoric.

The intent of this position paper is to help set priorities and stimulate action. In order to improve children's readiness, we must expand opportunities that foster their development both at home and in the schools and wider community.

We pledge ourselves to Improving opportunities for our children. Through the strategies of AMERICA 2000 we will work with individuals and agencies at the national, state, and local levels on behalf of all young children and their families.

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AMERICA2000

An Education Strategy

"...making this land all
that it should be."

George Bush

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AMERICA2000

To those who want to see real improvement in American education, I say: There will be no renaissance without revolution.

* * *

We've made a good beginning by setting the nation's sights on six ambitious National Education Goals—and setting for our target the year 2000 . . . . For today's students, we must make existing schools better and more accountable. For tomorrow's students, the next generation, we must create a New Generation of American Schools. For all of us, for the adults who think our school days are over, we've got to become a Nation of Students—recognize learning is a lifelong process. Finally, outside our schools we must cultivate communities where learning can happen

George Bush
April 18, 1991

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Message from the Secretary

On April 18, 1991, President Bush announced AMERICA 2000: An Education Strategy. It is a bold, comprehensive, and long-range plan to move every community in America toward the National Education Goals adopted by the President and the Governors last year.

This booklet offers a comprehensive description of the AMERICA 2000 strategy and the National Education Goals it will help us achieve.

In his address to the nation, also reprinted in the pages that follow, the President offers a striking vision for our schools. He challenges us all to join him in a populist crusade to make America — community by community, school by school—all that it should be.

Lamar Alexander
Secretary of Education
August 1991

The National Education Goals

By the year 2000:

1. All children in America will start school ready to learn.

2. The high school graduation rate will increase to at least 90 percent.

3. American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

4. U.S. students will be first in the world in science and mathematics achievement.

5. Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

6. Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

The four-part AMERICA 2000 education strategy will enable every community to achieve these goals.

AMERICA 2000: An Education Strategy

Executive Summary

AMERICA 2000 is a long-term strategy to help make this land all that it should be—a nine-year crusade to move us toward the six ambitious National Education Goals that [illegible] President and the Governors adopted in 1990 to close our [illegible]-and-knowledge gap.

The strategy anticipates major change in our 110,000 public and private schools, change in every American community, change in every American home, change in our attitude about learning.

This strategy is bold, complex and long-range. It will start quickly, but results won't come quickly. It will occupy us at least for the rest of this decade.

> ***We already know the direction in which we must go; the AMERICA 2000 strategy will help us get there.***

The strategy will spur far-reaching changes in weary practices, outmoded assumptions and long-assumed constraints on education. It will require us to make some lifestyle changes, too. Yet few elements of this strategy are unprecedented. Today's best ideas, dedicated education reforms, impressive innovations and ambitious experiments already point the way. We already know the direction in which we must go; the AMERICA 2000 strategy will help us get there.

AMERICA 2000 is a national strategy, not a federal program. It honors local control, relies on local initiative, affirms states and localities as the senior partners in paying for education, and recognizes the private sector as a vital partner, too. It recognizes that real education reform happens community by community, school by school, and only when people come to understand what they must do for themselves and their children and set about to do it.

The federal government's role in this strategy is limited—wisely—as its part in education always has been. But that role will be played vigorously. Washington can help by setting standards, highlighting examples, contributing some funds, providing flexibility in exchange for accountability and pushing and prodding—then pushing and prodding some more.

The AMERICA 2000 strategy has four parts that will be pursued simultaneously. They can be visualized as four giant trains—big enough for everyone to find a place on board—departing at the same time on parallel tracks on the long journey to educational excellence. All four must move swiftly and determinedly if the nation is to reach its destination:

1. **For today's students,** we must radically improve today's schools by making all 110,000 of them better and more accountable for results.

2. **For tomorrow's students,** we must invent new schools to meet the demands of a new century with a New Generation of American Schools, bringing at least 535 of them into existence by 1996 and thousands by decade's end.

3. **For those of us already out of school and in the work force,** we must keep learning if we are to live and work successfully in today's world. A "Nation at Risk" must become a "Nation of Students."

4. **For schools to succeed,** we must look beyond our classrooms to our communities and families. Schools will never be much better than the commitment of their communities.

Each of our communities must become a place where learning can happen.

Our vision is of four big trains, moving simultaneously down four parallel tracks: Better and more accountable schools; a New Generation of American Schools; a Nation of Students continuing to learn throughout our lives; and communities where learning can happen.

The Challenge: America's Skills and Knowledge Gap

Introduction

Eight years after the National Commission on Excellence in Education declared us a "Nation at Risk," we haven't turned things around in education. Almost all our education trend lines are flat. Our country is idling its engines, not knowing enough nor being able to do enough to make America all that it should be.

Yet we're spending far more money on education. Total spending for elementary and secondary schools has more than doubled since 1980—while the number of students has remained about the same. In real terms, education spending has increased approximately 33 percent per public school student. As a nation, we now invest more in education than in defense. But the results have not improved, and we're not coming close to our potential or what is needed.

As a nation, we now invest more in education than in defense.

Nor is the rest of the world sitting idly by, waiting for America to catch up. Serious efforts at education improvement are under way by most of our international competitors and trading partners. Yet while we spend as much per student as almost any country in the world, American students are at or near the back of the pack in international comparisons. If we don't make radical changes, that is where we are going to stay.

Meanwhile, our employers cannot hire enough qualified workers. Immense sums are spent on remedial training, much of it at the college level. Companies export skilled work—or abandon projects that require it.

Shortcomings are not limited to what today's students are learning in school. The fact is that close to 85 percent of America's work force for the year 2000 is already in the work force today. These people are the products of the same education system.

Perhaps 25 million adults are functionally illiterate. As many as 25 million more adult workers need to update their skills or knowledge.

While more than 4 million adults are taking basic education courses outside the schools, there is no systematic means of matching training to needs; no uniform standards measure the skills needed and the skills learned.

While the age of technology, information and communications rewards those nations whose people learn new skills to stay ahead, we are still a nation that groans at the prospect of going back to school. At best, we are reluctant students in a world that rewards learning.

And there is one more big problem: today's young Americans spend barely 9 percent of their first eighteen years in school, on average. What of the other 91 percent, the portion spent elsewhere—at home, on playgrounds, in front of the television?

- ▲ For too many of our children, the family that should be their protector, advocate and moral anchor is itself in a state of deterioration.
- ▲ For too many of our children, such a family never existed.
- ▲ For too many of our children, the neighborhood is a place of menace, the street a place of violence.
- ▲ Too many of our children start school unready to meet the challenges of learning.

- ▲ Too many of our children arrive at school hungry, unwashed and frightened.
- ▲ And other modern plagues touch our children: drug use and alcohol abuse, random violence, adolescent pregnancy, AIDS and the rest.

No civil society or compassionate nation can neglect the plight of these children who are, in almost every case, innocent victims of adult misbehavior.

But few of those problems are amenable to solution by government alone, and none by schools alone. Schools are not and cannot be parents, police, hospitals, welfare agencies or drug treatment centers. They cannot replace the missing elements in communities and families.

Schools can contribute to the easing of these conditions. They can sometimes house additional services. They can welcome tutors, mentors and caring adults. But they cannot do it alone.

> ***We tend to say that "the nation is at risk, but I'm okay."***

At one level, everybody knows this. Yet few Americans think it has much to do with them. We tend to say that "the nation is at risk, but I'm okay." Complacency is widespread with regard to one's own school, one's own children, one's own community.

This leaves us stuck at far too low a level, a level we ought not tolerate. One of the lessons of the education reform movement of the 1980s was that little headway can be made if few of us see the need to change our own behavior. Yet few of us can imagine what a really different education system would look like. Few of us are inclined to make big changes in familiar institutions and habits.

Until last year, few could even describe our education goals. As a nation, we didn't really have any.

In 1990, the President and the Governors adopted six ambitious education goals. AMERICA 2000 is a strategy to achieve them.

Track I

For Today's Students: Better and More Accountable Schools

Goals served:

All six, but especially #2 (90 percent graduate from high school), #3 (competence in core subjects) and #4 (first in the world in science and mathematics).

Strategy:

Through a 15-point accountability package, parents, teachers, schools and communities will be encouraged to measure results, compare results and insist on change when the results aren't good enough.

Specifics:

World Class Standards. Standards will be developed in conjunction with the National Education Goals Panel. These World Class Standards—for each of the five core subjects—will represent what young Americans need to know and be able to do if they are to live and work successfully in today's world. These standards will incorporate both knowledge and skills to ensure that, when they leave school, young Americans are prepared for further study and the work force.

American Achievement Tests. In conjunction with the National Education Goals Panel, a new (voluntary) nationwide examination system will be based on the five core subjects and tied to the World Class Standards. These tests will be designed to foster good teaching and learning as well as to monitor student progress.

Encouragement to use the tests. Colleges will be urged to use the American Achievement Tests in admissions and employers will be urged to pay attention to them in hiring.

Presidential Citations for Educational Excellence. Citations will be awarded to high school students who do well on the American Achievement Tests. Until those tests become available, Presidential Citations for Educational Excellence will be awarded based on Advanced Placement tests.

Presidential Achievement Scholarships. Once enacted by Congress, these scholarships will reward needy college and university students who achieve academic excellence.

Report Cards on results. More than reports to parents on how their children are doing, these Report Cards will also provide clear (and comparable) public information on how schools, school districts and states are doing, as well as the entire nation. The national and state Report Cards will be prepared in conjunction with the National Education Goals Panel.

> *If standards, tests and Report Cards tell parents and voters how their schools are doing, choice gives them the leverage to act.*

Report Card data collection. Congress will be asked to authorize the National Assessment of Educational Progress regularly to collect state-level data in grades four, eight and twelve in all five core subjects, beginning in 1994. Congress will also be asked to permit the use of National Assessment tests at district and school levels by states that wish to do so.

Choice. If standards, tests and Report Cards tell parents and voters how their schools are doing, choice gives them the leverage to act. Such choices should include all schools that serve the public and are accountable to public authority, regardless of who runs them. New incentives will be provided to states and localities to adopt comprehensive choice policies, and the largest federal school aid program (Chapter 1) will be revised to ensure that federal dollars follow the child, to whatever extent state and local policies permit.

The school as the site of reform. Because real education improvement happens school by school, the teachers, principals and parents in each school must be given the authority—and the responsibility—to make important decisions about how the school will operate. Federal and state red tape that gets in the way needs to be cut. States will be encouraged to allow the leadership of individual schools to make decisions about how resources are used, and Congress will be asked to enact Education Flexibility legislation to remove federal constraints that impede the ability of states to spend education resources most effectively to raise achievement levels. The Business Roundtable, the U.S. Chamber of Commerce, and other groups representing the private sector are to be commended—and encouraged—in their important efforts to create state and local policy environments in which school-by-school reform can succeed.

Merit Schools Program. Individual schools that make notable progress toward the National Education Goals deserve to be rewarded. Congress will be asked to enact a new program that will provide federal funds to states that can be used as rewards for such progress.

Governors' Academies for School Leaders. Academies will be established with federal seed money, so that principals and other leaders in every state will be able to make their schools better and more accountable.

Governors' Academies for Teachers. Academies will also be established with federal seed money, so that teachers of the five core subjects in every state will be ready to help their students attain the World Class Standards and pass the American Achievement Tests.

Differential pay for teachers. Differential pay will be encouraged for those who teach well, who teach core subjects, who teach in dangerous and challenging settings or who serve as mentors for new teachers.

Alternative teacher and principal certification. Congress will be asked to make grants available to states and districts to develop alternative certification systems for teachers and principals. New college graduates and others seeking a career in teaching or school leadership are often frustrated by certification requirements unrelated to subject area knowledge or leadership ability. This initiative will help states and districts develop means by which individuals with an interest in teaching and school leadership can overcome these barriers.

Honor teachers. The federal government will honor and reward outstanding teachers in all five of the core subjects with Presidential Awards for Excellence in Education.

AMERICA 2000

Track I Accountability Package

- ▲ World Class Standards
- ▲ American Achievement Tests
- ▲ Test results used by colleges, universities and employers
- ▲ Presidential citations for educational excellence
- ▲ Presidential Achievement Scholarships
- ▲ Report Cards
- ▲ Changes in National Assessment of Educational Progress
- ▲ New choice incentives and choice applied to Chapter 1
- ▲ Educational flexibility legislation to support the school as the site of reform
- ▲ Merit Schools Program to reward schools that move toward the goals
- ▲ Governors' Academies for School Leaders
- ▲ Governors' Academies for Teachers
- ▲ Differential pay for teachers
- ▲ Alternative certification for teachers and principals
- ▲ Honoring outstanding teachers in the five core subjects

Track II

For Tomorrow's Students: A New Generation of American Schools

Goals served:

All six. In fact, they are the principal standards against which every New American School will be measured.

Strategy:

We will unleash America's creative genius to invent and establish a New Generation of American Schools, one by one, community by community. These will be the best schools in the world—schools that enable their students to reach the National Education Goals, achieve a quantum leap in learning, and help make America all that it should be.

A number of excellent projects and inspired initiatives already point the way. These include Washington State's Schools for the 21st Century, Theodore Sizer's Coalition of Essential Schools, James Comer's School Development Program, Henry Levin's Accelerated Schools, RJR Nabisco's Next Century Schools, the Saturn School of Tomorrow in St. Paul and other commendable efforts.

But this strategy goes beyond what these pioneers have begun. It enlists communities—aided by the best research and development the nation is capable of—to devise their own plans to break the mold and create their own one-of-a-kind high-performance schools. It relies on clear, rigorous measures of success—the World Class Standards and American Achievement Tests discussed under Track I. The goal is to bring at least 535 such schools into existence by 1996. And it calls on leaders at all levels to join in this effort.

Specifics:

Research and development. America's business leaders will establish and muster the private resources for the New American Schools Development Corporation, a new nonprofit organization that will award contracts in 1992 to a number of Design Teams. These Teams may consist of corporations, universities, think tanks, school innovators, management consultants and others. The President will ask his Education Policy Advisory Committee, as well as the Department of Education, to examine the work of these Design Teams (and similar break-the-mold school reform efforts), and to report regularly to him and to the American people on their progress.

New American Schools. The mission of the Design Teams is to help communities create schools that will reach the National Education Goals and the World Class Standards (in all five core subjects) for all students, as monitored by the American Achievement Tests and similar measures. Once the design effort is complete and the schools are launched, the operating costs of the New American Schools will be about the same as those of conventional schools.

> ***Design Teams... can be expected to set aside all traditional assumptions about schooling and all the constraints under which conventional schools work.***

Breaking the Mold. The Design Teams—and the communities with which they work—can be expected to set aside all traditional assumptions about schooling and all the constraints under which conventional schools work. They will naturally need to consider the policy environment within which schools can thrive. Time, space, staffing and other resources in these new schools may be used in ways yet to be imagined. Some schools may make extensive use of computers, distance learning, interactive videodiscs and other modern tools. Some may radically alter the customary modes of teaching and learning and redesign the human relationships and organizational structures of the school. Whatever their approach, all New American Schools will be expected to produce extraordinary gains in student learning.

Note: A New American School does not necessarily mean new bricks and mortar. Nor does a New American School have to rely on technology; the quality of learning is what matters.

AMERICA 2000 Communities. The President will call on every community in the land to do four things: adopt the six National Education Goals; develop a community-wide strategy to achieve them; design a report card to measure results; and plan for and support a New American School. Communities that accept this challenge will be designated (by the Governors of their states) as "AMERICA 2000 Communities."

The First 535+ New American Schools. Each AMERICA 2000 Community may develop a plan to create one of the first 535+ New American Schools with limited federal support for start-up costs. In that plan, they will be expected to suggest their own answer to the question: What would it take to develop the best school in the world in *this* community—a school that serves the children of this community while also meeting the National Education Goals?

Governors, in conjunction with the Secretary of Education, will review these community-developed plans, with the assistance of a distinguished advisory panel, and will determine which AMERICA 2000 Communities in each state will receive federal help in starting New American Schools. At least one New American School will be created in each congressional district by 1996. This distribution assures that every type of community in every part of the country will have the chance to create and establish one of the first 535+ New American Schools. The Governors and the Secretary will take added care to make sure that many such schools serve communities with high concentrations of "at-risk" children.

Funding. American business and other donors will make sufficient funds available through the New American Schools Development Corporation to jump-start the Design Teams—at least $150-200 million. Congress will be asked to provide one-time grants of $1 million to each of the first 535+ New American Schools to help cover their start-up costs. State, local, and private sources will enable thousands more such schools to begin by the end of the decade.

Bringing America On-Line. The Secretary, in consultation with the President's science advisor and the Director of the National Science Foundation will convene a group of experts to help determine how electronic networks might be designed to provide the New American Schools with ready access to the best information, research, instructional materials and educational expertise. The New American Schools Design Teams will be asked for their recommendations on the same question. These networks may eventually serve all American schools as well as homes, libraries, colleges and other sites where learning occurs.

Track III

For the Rest of Us (Yesterday's Students/ Today's Work Force): A Nation of Students

Goals Served:

All six, but especially #5 (adult literacy, citizenship, and ability to compete in the workplace).

Strategy:

Eighty-five percent of America's work force for the year 2000 is already in the work force today, so improving schools for today's and tomorrow's students is not enough to assure a competitive America in 2000. And we need more than job skills to live well in America today. We need to learn more to become better parents, neighbors, citizens and friends. Education is not just about making a living; it is also about making a life.

That is why the President is challenging adult Americans to "go back to school" and make this a "Nation of Students." For our children to understand the importance of their own education, we must demonstrate that learning is important for grown-ups, too. We must "go back to school" ourselves. The President is urging every American to continue learning throughout his or her life, using the myriad formal and informal means available to gain further knowledge and skills.

Education is not just about making a living; it is also about making a life.

Specifics:

Private-Sector Skills and Standards. Business and labor will be asked to adopt a strategy to establish job-related (and industry-specific) skill standards, built around core proficiencies, and to develop "skill certificates" to accompany these standards. The President has charged the Secretaries of Labor and Education to spearhead a public-private partnership to help develop voluntary standards for all industries. Federal funds are being sought to assist with this effort, which will be informed by the work of the Labor Department's Commission on Work-Based Learning and the Secretary's Commission on Achieving Necessary Skills.

Skill Clinics. The strategy will promote one-stop assessment and referral Skill Clinics in every large community and work-site, including many federal agencies. In the Skill Clinics, people can readily find out how their present skills compare with those they would like to have—or that they need for a particular job—and where they can acquire the skills and knowledge they need.

Federal Leadership. Federal agencies will set an example for other employers by embarking upon a government-wide program of skill upgrading. The President has asked the director of the Office of Personnel Management to lead this important initiative.

Recommitment to Literacy. The nation's efforts will be strengthened by developing performance standards for all federally aided adult education programs and making programs accountable for meeting them. The National Adult Literacy Survey will be expanded so that we have better information on a regular basis about the condition of literacy among adults. The Administration will also work with Congress and the Governors to enact sound literacy and adult education legislation.

National Conference on Education for Adult Americans. A major conference will be called to develop a nationwide effort to improve the quality and accessibility of the many education and training programs, services and institutions that serve adults.

Track IV

Communities Where Learning Can Happen

Goals Served:

All six, but especially #1 (children starting school ready to learn) and #6 (drug- and violence-free schools).

Strategy:

Even if we successfully complete the first, second and third parts of the AMERICA 2000 education strategy, we still would not have done the job. Even with accountability embedded in every aspect of education, achieving the goals requires a renaissance of sound American values—proven values such as strength of family, parental responsibility, neighborly commitment, the community-wide caring of churches, civic organizations, business, labor and the media.

It's time to end the no-fault era of heedlessness and neglect. As we shape tomorrow's schools we should rediscover the timeless values that are necessary for achievement.

Government at every level can play a useful role, and it is incumbent upon all of us to see that this is done efficiently and adequately. But much of the work of creating and sustaining healthy communities—communities where education really happens—can only be performed by those who live in them: by parents, families, neighbors and other caring adults; by churches, neighborhood associations, community organizations, voluntary groups and the other "little platoons" that have long characterized well-functioning American communities. Such groups are essential to building relationships that nurture children and provide them with people and places to which they can turn for help and guidance.

Specifics:

AMERICA 2000 Communities. The President is challenging every city, town and neighborhood in the nation to become an AMERICA 2000 Community.

The President has asked each to undertake four tasks:

1. Adopt the six National Education Goals.
2. Develop a community-wide strategy to achieve them.
3. Design a report card to measure results.
4. Plan for and support a New American School.

Designation by Governors. Designation as an AMERICA 2000 Community will be made by the Governors, with 535+ of them receiving help to create the first New American Schools by 1996.

Recognition. The President and the Administration will promote AMERICA 2000 Communities with national attention to and rewards for community planning and progress. Special emphasis will be placed on the creation of such communities in areas with high concentrations of at-risk children.

The Cabinet. The Domestic Policy Council's Economic Empowerment Task Force, working with the National Governors' Association and other state and local officials, will seek ways to maximize program flexibility and effectiveness to meet the needs of children and communities. This initiative will include streamlined eligibility requirements for federal programs, better integration of services and reduced red tape.

Individual Responsibility. Increased attention will be focused on adult behavior, responsibility for children and family, and community values essential for strong schools. This includes involving parents as teachers of their children and as school partners.

Who Does What?

The four-part AMERICA 2000 strategy depends upon the strong and long-term commitment of all Americans.

The President, the Department of Education and the entire Cabinet will help keep the focus on this strategy, spotlight areas of trouble as well as examples of excellence, reward progress and spur change.

The Congress will need to pass the AMERICA 2000 Excellence in Education Act, containing most of the federal initiatives in support of this strategy. Since most of the important changes need to occur outside Washington, we hope that every member of Congress will also press for the kinds of state and local changes that need to be part of this strategy, will foster the establishment of AMERICA 2000 Communities in their states and districts and will serve as mentors to the New American Schools in their districts.

The Governors, too, are key. They will designate the AMERICA 2000 Communities. They (with the Secretary of Education) will decide where the first 535+ New American Schools are located. With their legislatures, they will have the opportunity to support the new schools as they do the old. They will catalyze the creation of Governors' Academies for School Leaders and Governors' Academies for Teachers of core subjects. In no state is an Education President or federal program as important as a committed Education Governor.

The Business Community is also vital. It will jump start the Design Teams that will design the New American Schools. The business community will use the American Achievement Tests in hiring decisions, develop and use its own skill standards and, perhaps most important, will provide people and resources to help catalyze needed change in local schools, communities and state policies.

And at the community level, it will take all of us—principals, teachers, students, businesses, office-holders, the media, the medical and social service communities, civic and religious groups, law enforcement officials, caring adults and good neighbors—to effect the planning and follow-through that every AMERICA 2000 Community will need.

Most of all, it will take America's parents—in their schools, their communities, their homes—as helpers, as examples, as teachers, as leaders, as demanding shareholders of our schools—to make the AMERICA 2000 education strategy work—to make this land all that it should be.

Some Questions and Answers

Q: How much will the AMERICA 2000 plan cost?
A: The Department of Education will support appropriate activities under existing programs in this year's budget to get AMERICA 2000 off the ground—and the President is requesting $690 million for the strategy in the 1992 budget. That does not include programs in many other departments (e.g., Labor, Health and Human Services, Housing and Urban Development), which are essential to the success of AMERICA 2000. Nor does it include the $150-200 million from the business community to jump start the New American Schools Design Teams.

But two other points need to be made. First, state and local governments provide more than 90 percent of all education funding—a responsibility both the President and the Governors have concluded should not be altered. But AMERICA 2000 is not expected to raise state or local spending.

Second, both state/local funding and federal funding have increased dramatically in recent years without significant results. Since 1980, public funding is up 33 percent per student (after inflation). The answer does not lie in spending more money on old ways, but in redirecting our resources and our energies to new approaches.

Nobody says education is free, but ingenuity, commitment and accountability matter more than money.

With state, local and private sources doing their parts, and the federal government doing its part, the elements of this strategy that may need money will have what is required. Excellent schools, let's remember, don't have to cost more than mediocre ones. Nobody says education is free, but ingenuity, commitment and accountability matter more than money.

Q: Aren't the New American Schools going to be more expensive than today's schools?
A: No. It will be a requirement for the Design Teams that the new schools they design can operate at costs no more than conventional schools.

Q: Are the designs for New American Schools likely to stress technology and glitz rather than teaching and learning?
A: Schools should certainly avail themselves of the help that technology can furnish. (Some say that schools are one of the few institutions in society largely untouched even by the Industrial Revolution, much less by the Information Age.) But technology is no cure-all for educational and social problems. Great schools are built by people, people who care and who act. A great school is one where adults teach children sound values and good character as well as knowledge and skills. The secret ingredient is human, not electronic.

We expect that the Design Teams will begin by erasing *all* conventional assumptions and constraints about schooling: the schedule (and calendar), curriculum, class size, the pace of learning, teacher/student ratios, adult roles, teacher recruitment, health and nutrition, discipline, staff development, organizational and management structures, resource allocation, students-as-tutors, the nature of instructional materials and much more.

Q: Why should there be only 535+ New American Schools?
A: We want there to be thousands. These are just the *first* 535+. In time there could be 110,000. We believe—and hope—that many states and communities will move quickly toward their own New American Schools.

Q: What's the plus sign in "535+?"
A: We propose to provide federal start-up funds not just for one New American School for every Senator and Representative that a

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state has, but also for the District of Columbia, Puerto Rico and the U.S. territories.

Q: Is it worth becoming an AMERICA 2000 Community if you don't win one of the first 535+ New American Schools?
A: It sure is. Every neighborhood, town or city that cares about its children, its schools and its future will want to become an AMERICA 2000 Community. The act of creating such a community—by meeting the President's four-part challenge—will itself do immense good. Consider, for example, what it means to devise a community plan to ensure that all children enter school ready to learn, that all the schools are safe and drug free, or that all adults will be literate. We predict that, by the year 2000, there will be literally thousands of AMERICA 2000 Communities. They will be the pace-setters, the beacons, the heartbeat of this education strategy—and of their children's future.

Q: Will choice apply to private schools as well as public? Will it apply to religiously affiliated schools?
A: It will apply to all schools except where the courts find a constitutional bar. The power of choice is in the parents' leverage both to change schools and to make change in the schools. The definition of "public school" should be broadened to include any school that serves the public and is held accountable by a public authority.

Q: What do you say to those who argue that school choice mainly benefits the well-to-do and the white?
A: Rich parents, white and non-white, already have school choice. They can move or pay for private schooling. The biggest beneficiaries of new choice policies will be those who now have no alternatives. With choice they can find a better school for their children or use that leverage to improve the school their children now attend.

Q: Aren't the places that most need radical changes in their arrangements for children—those with the highest concentrations of at-risk girls and boys—those least able to make such changes?
A: It has been demonstrated in a number of communities that we must never underestimate the effectiveness of a community that

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decides to transform itself. It's true, of course, that the AMERICA 2000 strategy can do the greatest good for troubled rural and inner-city areas, and we all need to be sure that they get whatever help they need to take part.

Q: Will the American Achievement Tests compete with the work of the National Education Goals Panel?
A: No, we expect to follow the panel's lead in developing the World Class Standards and the American Achievement Tests.

Q: Do national tests mean a national curriculum?
A: No—although surveys and polls indicate that most Americans have no objection to the idea of a national curriculum. The American Achievement Tests will examine the *results* of education. The tests have nothing to say about how those results are produced, what teachers do in class from one day to the next, what instructional materials are chosen or what lesson plans are followed. The tests should result in *less* regulation of the means of education, because they focus exclusively on the ends.

Q: When will the new tests be ready?
A: In 1994, we will have available a system of high quality individual tests, at least in reading, writing and mathematics—education's traditional "three R's"—for states and localities that want them. Because the new American Achievement Tests probably cannot be perfected that quickly, we will ask Congress to authorize the rapid deployment of an individual version of tests used by the National Assessment of Educational Progress.

Q: Do we really need another test? Aren't tests biased against minorities?
A: A nationwide system of high quality national exams—more than one version, but calibrated to the same standards—will probably begin to take the place of some of today's numerous testing schemes. As for bias, the new tests will be screened to eliminate it. Bear in mind that minority parents also want to know how well their children—and the schools their children attend—are doing in relation to the National Education Goals and World Class Standards. Sometimes less-than-satisfactory news serves to catalyze needed change.

Q: Can all six National Education Goals really be reached?
A: They are all ambitious. Some, like literacy for *all* adults, and leading the *whole world* in math and science, are very challenging. But each is a worthy national objective, and we should not rest until all are achieved. The AMERICA 2000 strategy will give us the tools we need to achieve them.

Q: How much of this is just politics?
A: Better education benefits the entire nation, not one particular political party. AMERICA 2000 is a nonpartisan education reform strategy. There is plenty of room on these four trains for every American, and we begin with the assumption that everyone will want to climb aboard. Sure, we'll argue about the details in the formal political process and elsewhere, and the strategy will doubtless be improved through those arguments. But let's talk them through in a spirit of wanting a first-rate education for all our children, in every corner of this great land.

> *It's another of those historic American challenges—and it starts in every community, every school, every household.*

Q: What's the single most important part of the AMERICA 2000 strategy?
A: The most controversial may be school choice—at least until it's well understood. The knottiest is probably standards and testing, which is technically quite complex. The most dramatic is the design effort for New American Schools. But the most important may be the AMERICA 2000 Communities! Washington cannot achieve the six National Education Goals for the nation; that has to happen at the local level. It's another of those historic American challenges,

and it starts in every community, every school, and every household.

Q: What can parents do to help?
A: A thousand things. Parents are the keys to their children's education, and there is no part of the AMERICA 2000 strategy in which they do not have an important role. As for what they can do *today*—they could read a story to their children, check to see that tonight's homework is done, thank their child's teacher, talk with their children's teachers and principals about how things are going in school, and set some examples for their children of virtuous, self-disciplined and generous behavior.

Q: What can the media do to help?
A: Recognize that education is an ongoing story—a local story *and* a national story. The details are seldom dramatic. But this is the challenge that will tell the story of America's future. By focusing on the story every day, and assigning their best reporters to cover it, the media can help win the battle.

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Appendix I

The National Education Goals Fact Sheet*

At the historic education summit in Charlottesville five months ago, the President and the Governors declared that "the time has come, for the first time in United States history, to establish clear national performance goals, goals that will make us internationally competitive." The six National Education Goals contained here are the first step in carrying out that commitment.

America's educational performance must be second to none in the 21st century. Education is central to our quality of life. It is at the heart of our economic strength and security, our creativity in the arts and letters, our invention in the sciences, and the perpetuation of our cultural values. Education is the key to America's international competitiveness.

Today, a new standard for an educated citizenry is required, one suitable for the next century. Our people must be as knowledgeable, as well-trained, as competent, and as inventive as those in any other nation. All of our people, not just a few, must be able to think for a living, adapt to changing environments, and to understand the world around them. They must understand and accept the responsibilities and obligations of citizenship. They must continually learn and develop new skills throughout their lives.

America can meet this challenge if our society is dedicated to a renaissance in education. We must become a nation that values education and learning. We must recognize that every child can learn, regardless of background or disability. We must recognize that education is a lifelong pursuit, not just an endeavor for our children.

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*Released by the White House, February 26, 1990

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Sweeping, fundamental changes in our education system must be made. Educators must be given greater flexibility to devise challenging and inspiring strategies to serve the needs of a diverse body of students. This is especially important for students who are at risk of academic failure—for the failure of these students will become the failure of our nation. Achieving these changes depends, in large part, on the commitment of professional educators. Their daily work must be dedicated to creating a new educational order in which success for all students is the first priority, and they must be held accountable for the results.

This is not the responsibility of educators alone, however. All Americans have an important stake in the success of our education system, and every part of our society must be involved in meeting that challenge. Parents must be more interested and involved in their children's education, and students must accept the challenge of higher expectations for achievement and greater responsibility for their future. In addition, communities, business and civic groups, and state, local, and federal government each has a vital role to play throughout this decade to ensure our success.

What our best students can achieve now, our average students must be able to achieve by the turn of the century.

The first step is to establish ambitious National Education Goals—performance goals that must be achieved if the United States is to remain competitive in the world marketplace and our citizens are to reach their fullest potential. These goals are about excellence. Meeting them will require that the performance of our highest achievers be boosted to levels that equal or exceed the performance of the best students anywhere. The performance of our lowest achievers must be substantially increased far beyond their current performance. What our best students can achieve now, our average students must be able to achieve by the turn of the century. We must work to ensure that a significant number of students from all races, ethnic groups, and income levels are among our top performers.

If the United States is to maintain a strong and responsible democracy and a prosperous and growing economy into the next century, all of our citizens must be involved in achieving these goals. Every citizen will benefit as a result. When challenged, the American people have always shown their determination to succeed. The challenge before us calls on each American to help ensure our nation's future.

Readiness for School

Goal 1: By the year 2000, all children in America will start school ready to learn.

Objectives:

- ▲ All disadvantaged and disabled children will have access to high quality and developmentally appropriate preschool programs that help prepare children for school.
- ▲ Every parent in America will be a child's first teacher and devote time each day to helping his or her preschool child learn; parents will have access to the training and support they need.
- ▲ Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies, and the number of low birthweight babies will be significantly reduced through enhanced prenatal health systems.

High School Completion

Goal 2: By the year 2000, the high school graduation rate will increase to at least 90 percent.

Objectives:

- The nation must dramatically reduce its dropout rate, and 75 percent of those students who do drop out will successfully complete a high school degree or its equivalent.
- The gap in high school graduation rates between American students from minority backgrounds and their nonminority counterparts will be eliminated.

Student Achievement and Citizenship

Goal 3: By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

Objectives:

- The academic performance of elementary and secondary students will increase significantly in every quartile, and the distribution of minority students in each level will more closely reflect the student population as a whole.
- The percentage of students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially.
- All students will be involved in activities that promote and demonstrate good citizenship, community service, and personal responsibility.

- The percentage of students who are competent in more than one language will substantially increase.
- All students will be knowledgeable about the diverse cultural heritage of this nation and about the world community.

Science and Mathematics

Goal 4: By the year 2000, U.S. students will be first in the world in science and mathematics achievement.

Objectives:

- Math and science education will be strengthened throughout the system, especially in the early grades.
- The number of teachers with a substantive background in mathematics and science will increase by 50 percent.
- The number of United States undergraduate and graduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering will increase significantly.

Adult Literacy and Lifelong Learning

Goal 5: By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Objectives:

- Every major American business will be involved in strengthening the connection between education and work.
- All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to

adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace, or other programs.

- ▲ The number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and mid-career students will increase substantially.
- ▲ The proportion of those qualified students, especially minorities, who enter college; who complete at least two years; and who complete their degree programs will increase substantially.
- ▲ The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially.

Safe, Disciplined, and Drug-Free Schools

Goal 6: By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Objectives:

- ▲ Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol.
- ▲ Parents, businesses, and community organizations will work together to ensure that the schools are a safe haven for all children.
- ▲ Every school district will develop a comprehensive K-12 drug and alcohol prevention education program. Drug and alcohol curriculum should be taught as an integral part of health education. In addition, community-based teams should be organized to provide students and teachers with needed support.

Necessary Changes and Restructuring

These goals are ambitious, yet they can and must be achieved. However, they cannot be achieved by our education system as it is presently constituted. Substantial, even radical changes will have to be made.

Without a strong commitment and concerted effort on the part of every sector and every citizen to improve dramatically the performance of the nation's education system and each and every student, these goals will remain nothing more than a distant, unattainable vision. For their part, Governors will work within their own states to develop strategies for restructuring their education systems in order to achieve the goals. Because states differ from one another, each state will approach this in a different manner. The President and the Governors will work to support these state efforts and to recommend steps that the federal government, business, and community groups should take to help achieve these National Education Goals. The nature of many of these steps is already clear.

The Preschool Years

American homes must be places of learning. Parents should play an active role in their children's early learning, particularly by reading to them on a daily basis. Parents should have access to the support and training required to fulfill this role, especially in poor, undereducated families.

In preparing young people to start school, both the federal and state governments have important roles to play, especially with regard to health, nutrition, and early childhood development. Congress and the Administration have increased maternal and child health coverage for all families with incomes up to 133 percent of the federal poverty line. Many states go beyond this level of coverage, and more are moving in this direction. In addition, states continue to develop more effective delivery systems or prenatal and postnatal care. However, we still need more prevention, testing, and screening, and early identification and treatment of learning disorders and disabilities.

The federal government should work with the states to develop and fully fund early intervention strategies for children. All eligible children should have access to Head Start, Chapter 1, or some other successful preschool program with strong parental involvement. Our first priority must be to provide at least one year of preschool for all disadvantaged children.

The School Years

As steps are taken better to prepare children for schools, we must also better prepare schools for children. This is especially important for young children. Schools must be able to educate effectively all children when they arrive at the schoolhouse door, regardless of variations in students' interest, capacities, or learning styles.

Next, our public education system must be fundamentally restructured in order to ensure that all students can meet higher standards. This means reorienting schools so they focus on results, not on procedures; giving each school's principal and teachers the discretion to make more decisions and the flexibility to use federal, state, and local resources in more productive, innovative ways that improve learning; providing a way for gifted professionals who want to teach to do so through alternative certification avenues; and giving parents more responsibility for their children's education through magnet schools, public school choice, and other strategies. Most important, restructuring requires creating powerful incentives for performance and improvement, and real consequences for persistent failure. It is only by maintaining this balance of flexibility and accountability that we can truly improve our schools.

The federal government must sustain its vital role of promoting educational equity by ensuring access to quality education programs for all students regardless of race, national origin, sex, or handicapping conditions. Federal funds should target those students most in need of assistance due to economic disadvantage or risk of academic failure.

Finally, efforts to restructure education must work toward guaranteeing that all students are engaged in rigorous programs of instruction designed to ensure that every child, regardless of background or disability, acquires the knowledge and skills necessary to succeed in a changing economy. In recent years, there has been an increased commitment to mathematics and science improvement programs. The federal government should continue to enhance financial assistance to state and local governments for effective programs in these areas. Likewise, there has been a greater federal emphasis on programs that target youth at risk of school failure and dropping out. The federal government should continue to enhance funding and seek strategies to help states in their efforts to seek solutions to these problems.

> ***Restructuring requires creating powerful incentives for performance and improvement, and real consequences for persistent failure.***

Improving elementary and secondary student achievement will not require a national curriculum, but it will require that the nation invest in developing the skills and knowledge of our educators and equipping our schools with up-to-date technology. The quality of teachers and teaching is essential to meeting our goals. We must have well-prepared teachers, and we must increase the number of qualified teachers in critical shortage areas, including rural and urban schools, specialized fields such as foreign languages, mathematics and science, and from minority groups.

Policies must attract and keep able teachers who reflect the cultural diversity of our nation. Policies that shape how our educators are prepared, certified, rewarded, developed, and supported on the job must be consistent with efforts to restructure the education system and ensure that every school is capable of teaching all of our children to think and reason. Teachers and other school leaders must not only be outstanding, the schools in which they work must also be restructured to utilize both professional talent and technology to improve student learning and teacher- and system-productivity.

> *The quality of teachers and teaching is essential to meeting our goals.*

The After-School Years

Comprehensive, well-integrated lifelong learning opportunities must be created for a world in which three of four new jobs will require more than a high school education; workers with only high school diplomas may face the prospect of declining incomes; and most workers will change their jobs ten or eleven times over their lifetime.

In most states, the present system for delivering adult literacy services is fractured and inadequate. Because the United States has far higher rates of adult functional illiteracy than other advanced countries, a first step is to establish in each state a public-private partnership to create a functionally literate work force.

In some other countries, government policies and programs are carefully coordinated with private sector activities to create effective apprenticeship and job training activities. By contrast, the United States has a multilayered system of vocational and technical schools, community colleges, and specific training programs funded from multiple sources and subject to little coordination. These institutions need to be restructured so they fit together more sensibly and effectively to give all adults access to flexible and comprehensive programs that meet their needs. Every major business must work to provide appropriate training and education opportunities to prepare employees for the 21st century.

Finally, a larger share of our population, especially those from working class, poor, and minority backgrounds, must be helped to attend and remain in college. The cost of a college education, as a percentage of median family income, has approximately tripled in a generation. That means more loans, scholarships, and work-study opportunities are needed. The federal government's role in ensuring access for qualified students is critical. At the same time, the higher education system must use existing resources far more productively than it does at present and must be held more accountable for what students do or do not learn. The federal government will continue to examine ways to reduce students' increasing debt burden and to address the proper balance between grant and loan programs.

Assessment

National Education Goals will be meaningless unless progress toward meeting them is measured accurately and adequately, and reported to the American people. Doing a good job of assessment and reporting requires the resolution of three issues.

First, what students need to know must be defined. In some cases, there is a solid foundation on which to build. For example, the National Council of Teachers of Mathematics and the Mathematical Sciences Education Board have done important work in defining what all students must know and be able to do in order to be mathematically competent. A major effort for science has been initiated by the American Association for the Advancement of Science. These efforts must be expanded and extended to other subject areas.

Second, when it is clear what students need to know, it must be determined whether they know it. There have been a number of important efforts to improve our ability to measure student learning at the state and national levels. This year for the first time, the National Assessment of Educational Progress (NAEP) will collect data on student performance on a state-by-state basis for thirty-eight states. Work is under way to develop a national assessment of adult literacy. These and other efforts must be supported and strengthened.

The Governors urge the National Assessment Governing Board to begin work to set national performance goals in the subject areas in which NAEP will be administered. This does not mean establishing standards for individual competence; rather, it requires determining how to set targets for increases in the percentage of students performing at the higher levels of the NAEP scales.

Third, measurements must be accurate, comparable, appropriate, and constructive. Placement decisions for young children should not be made on the basis of standardized tests. Achievement tests must not simply measure minimum competencies, but also higher levels of reading, writing, speaking, reasoning, and problem-solving skills. And in comparing America's achievement with that of other countries, it is essential that international comparisons are reliable. In addition, appropriate, nationally directed research, demonstration, data collection, and innovation should be maintained and recognized as a set of core responsibilities of the federal government in education. That role needs to be strengthened in cooperation with the states.

The President and the Governors agree that while we do not need a new data-gathering agency, we do need a bipartisan group to oversee the process of determining and developing appropriate measurements and reporting on the progress toward meeting the goals. This process should stay in existence until at least the year 2000 so that we assure ten full years of effort toward meeting the goals.

A Challenge

These National Education Goals are not the President's goals or the Governors' goals; they are the nation's goals.

These education goals are the beginning, not the end, of the process. Governors are committed to working within their own states to review state education goals and performance levels in light of these national goals. States are encouraged to adjust state goals according to this review and to expand upon national goals where appropriate. The President and the Governors challenge every family, school, school district, and community to adopt these national goals as their own, and establish other goals that reflect the particular circumstances and challenges they face as America approaches the 21st century.

Appendix II

Remarks by the President Announcing AMERICA 2000*

Thank you all for joining us here in the White House today. Let me thank the Speaker for being with us, and the Majority Leader, other distinguished members, committee heads and ranking members and very important education committees here with us today. I want to salute the Governors, the educators, the business and the labor leaders, and especially want to single out the National Teachers of the Year. I believe we have 10 of the previous 11 Teachers of the Year with us here today, and that's most appropriate and most fitting.

But together, all of us, we will underscore the importance of a challenge destined to define the America that we'll know in the next century.

For those of you close to my age, the 21st century has always been a kind of shorthand for the distant future—the place we put our most far-off hopes and dreams. And today, that 21st century is racing toward us—and anyone who wonders what the century will look like can find the answer in America's classrooms.

Nothing better defines what we are and what we will become than the education of our children. To quote the landmark case, *Brown* v. *Board of Education*, "It is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education."

Education has always meant opportunity. Today, education determines not just which students will succeed, but also which nations will thrive in a world united in pursuit of freedom in enterprise. Think about the changes transforming our world.

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* The White House, April 18, 1991

The collapse of communism and the Cold War. The advent and acceleration of the Information Age. Down through history, we've defined resources as soil and stones, land and the riches buried beneath. No more. Our greatest national resource lies within ourselves—our intelligence, ingenuity—the capacity of the human mind.

Nations that nurture ideas will move forward in years to come. Nations that stick to stale old notions and ideologies will falter and fail. So I'm here today to say, America will move forward. The time for all the reports and rankings, for all the studies and the surveys about what's wrong in our schools is passed. If we want to keep America competitive in the coming century, we must stop convening panels to report on ourselves. We must stop convening panels that report the obvious. And we must accept responsibility for educating everyone among us, regardless of background or disability.

> ***The days of the status quo are over.***

If we want America to remain a leader, a force for good in the world, we must lead the way in educational innovation. And if we want to combat crime and drug abuse, if we want to create hope and opportunity in the bleak corners of this country where there is now nothing but defeat and despair, we must dispel the darkness with the enlightenment that a sound and well-rounded education provides.

Think about every problem, every challenge we face. The solution to each starts with education. For the sake of the future, of our children and of the nation's, we must transform America's schools. The days of the status quo are over.

Across this country, people have started to transform the American school. They know that the time for talk is over. Their slogan is: Don't dither, just do it. Let's push the reform effort forward. Use

each experiment, each advance to build for the next American century. New schools for a new world.

As a first step in this strategy, we must challenge not only the methods and the means that we've used in the past, but also the yardsticks that we've used to measure our progress. Let's stop trying to measure progress in terms of money spent.

We spend 33 percent more per pupil in 1991 than we did in 1981—33 percent more in real, constant dollars—and I don't think there's a person anywhere who would say—anywhere in the country—who would say that we've seen a 33 percent improvement in our schools' performance.

Dollar bills don't educate students. Education depends on committed communities determined to be places where learning will flourish; committed teachers, free from the noneducational burdens; committed parents, determined to support excellence; committed students, excited about school and learning. To those who want to see real improvement in American education, I say: There will be no renaissance without revolution.

> ***To those who want to see real improvement in American education, I say: There will be no renaissance without revolution.***

We who would be revolutionaries must accept responsibilities for our schools. For too long, we've adopted a "no fault" approach to education. Someone else is always to blame. And while we point fingers out there, trying to assign blame, the students suffer. There's no place for a no-fault attitude in our schools. It's time we held our schools—and ourselves—accountable for results.

Until now, we've treated education like a manufacturing process, assuming that if the gauges seemed right, if we had good pay scales, the right pupil-teacher ratios, good students would just pop out of our schools. It's time to turn things around—to focus on students, to set standards for our schools—and let teachers and principals figure out how best to meet them.

We've made a good beginning by setting the nation's sights on six ambitious National Education Goals—and setting for our target the year 2000. Our goals have been forged in partnership with the nation's Governors, several of whom are with us here today in the East Room. And those who have taken a leadership role are well-known to everyone in this room. And for those who need a refresher course—there may be a quiz later on—let me list those goals right now.

By 2000, we've got to, first, ensure that every child starts school ready to learn; second one, raise the high school graduation rate to 90 percent; the third one, ensure that each American student leaving the 4th, 8th and 12th grades can demonstrate competence in core subjects; four, make our students first in the world in math and science achievements; fifth, ensure that every American adult is literate and has the skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship; and sixth, liberate every American school from drugs and violence so that schools encourage learning.

Our strategy to meet these noble national goals is founded in common sense and common values. It's ambitious and, yet, with hard work, it's within our reach. And I can outline our strategy in one paragraph, and here it is:

For today's students, we must make existing schools better and more accountable. For tomorrow's students, the next generation, we must create a New Generation of American Schools. For all of us, for the adults who think our school days are over, we've got to become a Nation of Students—recognize learning is a lifelong process. Finally, outside our schools we must cultivate communities where learning can happen. That's our strategy.

People who want Washington to solve our educational problems are missing the point. We can lend appropriate help through such programs as Head Start. But what happens here in Washington won't matter half as much as what happens in each school, each local community and, yes, in each home. Still, the federal government will serve as a catalyst for change in several important ways.

Working closely with the Governors, we will define new World Class Standards for schools, teachers and students in the five core subjects: math and science, English, history and geography.

We will develop voluntary—let me repeat it—we will develop voluntary national tests for 4th, 8th and 12th graders in the five core subjects. These American Achievement Tests will tell parents and educators, politicians and employers, just how well our schools are doing. I'm determined to have the first of these tests for 4th graders in place by the time that school starts in September of 1993. And for high school seniors, let's add another incentive—a distinction sure to attract attention of colleges and companies in every community across the country—a Presidential Citation to students who excel on the 12th grade test.

We can encourage educational excellence by encouraging parental choice. The concept of choice draws its fundamental strength from the principle at the very heart of the democratic idea. Every adult American has the right to vote, the right to decide where to work, where to live. It's time parents were free to choose the schools that their children attend. This approach will create the competitive climate that stimulates excellence in our private and parochial schools as well.

But the centerpiece of our National Education Strategy is not a program, it's not a test. It's a new challenge: to reinvent American education—to design New American Schools for the year 2000 and beyond.

The idea is simple but powerful: put America's special genius for invention to work for America's schools. I will challenge communities to become what we will call AMERICA 2000 Communities. Governors will honor communities with this designation if the communities embrace the National Education Goals, create local strategies for reaching these goals, devise Report Cards for measuring progress, and agree to encourage and support one of the new generation of America's Schools.

We must also foster educational innovation. I'm delighted to announce today that America's business leaders, under the chairmanship of Paul O'Neill, will create the New American Schools Development Corporation—a private-sector research and development fund of at least $150 million to generate innovation in education.

> ***The idea is simple but powerful: put America's special genius for invention to work for America's schools.***

This fund offers an open-end challenge to the dreamers and the doers eager to reinvent—eager to reinvigorate our schools. With the results of this Design in hand, I will urge Congress to provide $1 million in start-up funds for each of the 535 New American Schools—at least one in every congressional district—and have them up and running by 1996.

The New American Schools must be more than rooms full of children seated at computers. If we mean to prepare our children for life, classrooms also must cultivate values and good character, give real meaning to right and wrong.

We ask only two things of these architects of our New American Schools: that their students meet the new national standards for the five core subjects and that outside of the costs of the initial research and development, the schools operate on a budget comparable to conventional schools. The architects of the New American Schools should break the mold. Build for the next century. Reinvent—literally start from scratch and reinvent the American school. No question should be off limits, no answers automatically assumed. We're not after one single solution for every school. We're interested in finding every way to make schools better.

There's a special place in inventing the New American School for the corporate community, for business and labor. And I invite you to work with us not simply to transform our schools, but to transform every American adult into a student.

Fortunately, we have a secret weapon in America's system of colleges and universities—the finest in the entire world. The corporate community can take the lead by creating a voluntary private system of World Class Standards for the workplace. Employers should set up skill centers where workers can seek advice and learn new skills. But most importantly, every company and every labor union must bring the worker into the classroom and bring the classroom into the workplace.

We'll encourage every federal agency to do the same. And to prove no one's ever too old to learn, Lamar, with his indefatigable determination and leadership, has convinced me to become a student again myself. Starting next week, I'll begin studying. And I want to know how to operate a computer. Very candidly—I don't expect this new tutorial to teach me how to set the clock on the VCR or anything complicated. But I want to be computer literate, and I'm not. There's a lot of kids, thank God, that are. And I want to learn, and I will.

The workplace isn't the only place we must improve opportunities for education. Across this nation, we must cultivate communities where children can learn. Communities where the school is more than a refuge, more than a solitary island of calm amid chaos. Where the school is the living center of a community where people care—people care for each other and their futures. Not just in the school but in the neighborhood. Not just in the classroom, but in the home.

Our challenge amounts to nothing less than a revolution in American education. A battle for our future. And now, I ask all Americans to be points of light in the crusade that counts the most: the crusade to prepare our children and ourselves for the exciting future that looms ahead.

Our challenge amounts to nothing less than a revolution in American education.

What I've spoken about this afternoon are the broad strokes of this National Education Strategy. Accountable schools for today, a new generation of schools for tomorrow. A nation of students committed to a lifetime of learning and communities where all our children can learn.

There are four people here today who symbolize each element of this strategy and point the way forward for our reforms. Esteban Pagan, Steve, an award winning eighth grade student in science and history at East Harlem Tech, a choice school.

Mike Hopkins. "Lead Teacher" in the Saturn School in St. Paul, Minnesota, where teachers have already helped reinvent the American school.

David Kelley. A high-tech troubleshooter at the Michelin Tire plant in Greenville, South Carolina. David has spent the equivalent of one full year of his four years at Michelin back at his college expanding his skills.

Finally, Michelle Moore, of Missouri. A single mother, active in Missouri's Parents as Teachers program. She wants her year-old son, Alston, to arrive for his first day of school ready to learn.

So, to sum it up, for these four people and for all the others like them, the revolution in American education has already begun. Now I ask all Americans to be points of light in the crusade that counts the most: the crusade to prepare our children and ourselves for the exciting future that looms ahead. At any moment in every mind, the miracle of learning beckons us all.

Between now and the year 2000, there's not one moment or one miracle to waste.

Thank you all. Thank you for your interest, for your dedication. And may God bless the United States of America. Thank you very much.

Glossary of Key Terms

American Achievement Tests: The anchor for a new system of voluntary national examinations at the fourth, eighth and twelfth grades in each of the five core subjects, tied to the World Class Standards.

AMERICA 2000: An Education Strategy: An action plan to move America toward the six National Education Goals through a populist crusade, by assuring accountability in today's schools, unleashing America's genius to jump start a new generation of American schools, transforming a "Nation at Risk" into a "Nation of Students" and nurturing the family and community values essential to personal responsibility, strong schools and sound education for all children.

AMERICA 2000 Communities: Communities, designated by the Governors, that meet the President's four-part challenge: (1) adopt the six National Education Goals, (2) develop a community-wide strategy to achieve them, (3) design a report card to measure results, and (4) plan for and support a New American School. New American Schools will open in 535+ such communities by 1996.

Better and More Accountable Schools: A 15-part improvement package for today's schools, designed to move America toward the six National Education Goals, including World Class Standards, American Achievement Tests, Report Cards and school choice.

Design Teams: Partnerships of corporations, universities, think tanks, school innovators, management consultants and others, selected through a competitive process by the New American Schools Development Corporation to receive up to $30 million each over three years to conceptualize and invent New American Schools.

Federal Role: While the federal government's role in education is and should remain limited, the Administration is committed to providing design, assessment and information, assuring equal opportunity and, above all, leading the nationwide effort to achieve the six National Education Goals.

535+ by 1996: At least 535 New American Schools will be up and running in AMERICA 2000 Communities across the country—at least one in each congressional district—by 1996, as well as in Puerto Rico, the District of Columbia and the U.S. territories.

From a "Nation at Risk" to a "Nation of Students": Adults—today's work force—"go back to school" for further study, to learn a new skill to help them earn their living, or to acquire additional knowledge to live a better life.

Governors' Academies for School Leaders: State or regional Academies launched with federal seed money, which train principals and other school leaders in the design and execution of school improvement strategies, accountability mechanisms, and school-site management.

Governors' Academies for Teachers: State or regional Academies in each of the five core subjects, launched with federal seed money, which train teachers in the five core subjects to ensure that they possess the knowledge, the skills, and the tools they need to help students meet the World Class Standards and do well on the American Achievement Tests.

Job Skill Standards and Job Skill Certificates: Standards to be established jointly by management and labor for each industry, beginning with the fundamental categories and definitions developed by the Department of Labor's SCANS Commission, which will help workers see what skills are needed to perform a job and to evaluate their own grasp of those skills. Certificates will be given (by the private sector) to those who acquire the skills and meet the standards.

New American Schools Development Corporation: A non-profit,

non-governmental organization, created by American business leaders and other private citizens, which will receive funds, sponsor a competition and establish, support and monitor three to seven Design Teams. The mission of these teams is to help AMERICA 2000 Communities invent and create their own new American schools.

New Generation of American Schools: A major nationwide effort to invent and create 535+ schools by 1996 (and many more thereafter) that are the best in the world. Located in AMERICA 2000 Communities, these schools will reach the National Education Goals at operational costs not exceeding those of conventional schools.

Populist Crusade: A national crusade led by the President—school by school, neighborhood by neighborhood, community by community—to transform American education and to spur fundamental changes in the ways we educate ourselves and our children. This crusade also will be a restoration of what we think is important, a return to sound values and community spirit.

Report Cards: A public reporting system on the performance of education institutions and systems, which provides maximum information at the school, district, state and national levels.

School as the Site of Reform: The individual school is education's key action-and-accountability unit. The surest way to reform education is to give schools and their leaders the freedom and authority to make important decisions about what happens, while being held accountable for making well-conceived efforts at improvement and for achieving desired results.

Skill Clinics: Just as health clinics diagnose health and refer people to appropriate care, skill clinics will be centers in every community and large workplace where people can go to get their own job skills evaluated, find out what skills they need to learn to hold a certain job or get a better one and find out where they can go to gain those skills.

Skills and Knowledge Gap: Too many of us lack the knowledge—especially of English, mathematics, science, history and geography—and the skills necessary to live and work successfully in the world as it is today.

Unleash America's Genius: Bringing the best minds and creative energies from education, technology, management and other fields together in a pioneering effort to create a New Generation of American Schools that are the best in the world.

World Class Standards: Definitions of what American students should be expected to know and be able to do upon completion of schooling, meant to function as benchmarks against which student and school performance can be measured.

AMERICA2000

The President has challenged every city, town and neighborhood to become an AMERICA 2000 Community by doing four things:

1. Adopt the six National Education Goals.
2. Develop a community-wide strategy to achieve them.
3. Design a report card to measure results.
4. Plan for and support a New American School.

POLICY PERSPECTIVES

Excellence in Early Childhood Education: Defining Characteristics and Next-Decade Strategies

by Sharon L. Kagan

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Excellence in Early Childhood Education:

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Workplace Competencies: The Need to Improve Literacy and Employment Readiness

Excellence in Early Childhood Education: Defining Characteristics and Next-Decade Strategies

Increasing Achievement of At-Risk Students at Each Grade Level

Accountability: Implications for State and Local Policymakers

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Executive Summary

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Rethinking Excellence in Early Care and Education

Child care and early education, no longer services for the isolated few, are becoming the daily reality for millions of American youngsters. As these services increase, America finds itself at the brink of major decisions regarding the very purpose and structure of its commitment to young children. Burgeoning demands for quality services have been accompanied by the realization that inequity, fragmentation, and discontinuity—all of which have characterized the field for decades—dilute the delivery of efficient and effective early care and education.

In a paper commissioned by the U.S. Department of Education's Office of Educational Research and Improvement (OERI), *Excellence in Early Childhood Education: Defining Characteristics and Next-Decade Strategies*, author Sharon L. Kagan of Yale University analyzes the changing field. She offers a redefinition of excellence, suggesting that it embrace quality, equality and integrity.

Barely 50 years ago, day care and early education were seen as distinctly different and non-essential programs. Day care was primarily a social service for indigent or working parents, while early childhood programs were established to meet the social and learning needs of children. In later years, children of middle- and upper-income families attended part-day nursery schools, while children of low-income families were enrolled in Federal or State subsidized programs like Head Start. Although no longer seen as dissimilar in purpose or importance to each other, or to education in general, day care and early education remain badly fragmented. Initiated with different purposes and values, each has unique guidelines and regulations. To this day, early care and education services are often dubbed a "frayed patchwork quilt."

Responding to the increasing numbers of working mothers with young children and to research attesting to the efficacy of early intervention, programs mushroomed in the late 1980s. However, heated debate about issues of practice and policy soon followed. How should services be delivered? By whom? To what ends? What is the mission of early care and education? In short, how is excellence in the field defined?

Defining Excellence: The First Step

It is an odd paradox that, though much energy has been expended on defining and implementing excellence in education, excellence has had comparatively little emphasis in early care and education. Rather, an equivalent term, "quality," has been widely researched.

Quality: The Critical Component

Correlates of quality have been categorized into findings associated with environment and teaching; with children's behaviors; and with the interaction of environment and children's behaviors. Rich data affirm the importance of the physical properties of the setting, child/caregiver (or teacher) ratios, group size, stability of caregivers, curriculum, and the involvement of parents. Small groups with well-trained staff who value parent input and support are critical ingredients of quality in early care and education. At the same time, findings repeatedly underscore the importance of play, self-initiated activities, and discovery to quality learning.

Despite these findings, teachers report that maintaining high quality programs is difficult for several reasons. Parents, anxious about their children's success, exert pressure for overly structured classrooms and instructional practices that often are counter to the research findings. The national drive for accountability, while necessary, creates further pressures. To meet requisite scores, teachers teach to the test despite analyses documenting the inappropriateness of testing and the resultant misuse of tests for young children.

Equality: The Neglected Component

But quality alone will not ensure excellence in early care and education. A second component, equality, must be added to the equation. Unlike elementary and secondary education where a commitment to integration prevails, early care and education policy sanctions the economic segregation of children, according to Kagan. Low-income children are enrolled in subsidized programs while upper-income children are enrolled in fee-for-service programs. Such practice endorses segregation overtly by income and covertly by race, thereby sustaining inequality.

The field of early care and education also is plagued by other kinds of inequality. Some programs are required to meet stringent health and safety regulations and guidelines while others, notably those in schools and churches, are exempt. Such inequality exists not only within communities, but among communities and States. Since no Federal standards exist, States and municipalities adopt widely divergent standards, leaving a residue of inconsistent safeguards.

Integrity: The Unconsidered Component

While the early care and education field has attempted to live up to one definition of integrity—adhering to moral and ethical principles— it has not addressed the other definition—linking disparate parts. The field remains disjointed, often characterized by acrimony and competition among providers. Few mechanisms exist to bind programs in efforts that would reduce inefficiency (such as joint planning, siting of programs, or a common data base); reduce costs (for example, joint purchasing of goods and material); or increase ideological and pedagogical continuity for children (such as common training, curriculum development, and cross-program visitations). Although it might seem that the prospect of new dollars coming into the field would ease tension, it has only intensified the historic acrimony and pitted program against program, virtually eliminating cohesive planning for future expansion.

Despite such a long history of acrimony, theoretical and practical shifts are taking root. New commitments to serving the whole child in the context of family and community speak to the need for integrating services and policies. How to reconcile arcane thinking and policy structures with current needs is the challenge.

Strategizing for Excellence

Three linked strategies offer hope that the field can move from well-intentioned, piecemeal programs to comprehensive services.

First, given that the field already understands how to implement high quality programs, new efforts should focus on models that help integrate them into permanent systems. Moving from a *program* to a *systems* approach takes what the field already knows and institutionalizes it more widely and permanently.

Second, instead of concentrating on individual programs, policymakers and educators must envision the system as a whole, recognizing that changes in one part affect others. Rapid expansion of school-based preschool programs will dramatically affect Head Start and private providers. Consequently, there must be a move from a *piecemeal* to an *integrated* vision of the field. Mechanisms to ensure effective planning and cooperation across agencies and programs must be supported.

Third, instead of thinking short-term, early care and education must be seen as a long-term investment, an integral part of a Nation's repertoire of essential services. Devising *short-term* or quick-fix strategies will not achieve excellence. *Long-haul* thinking necessitates a consideration of incentives for building a competent and sufficient work force and addressing long-neglected facilities and transportation needs. Kagan concludes that moving from short- to long-haul thinking means that America confirm its commitment to young children by matching rhetoric with financial support.

Kierkegaard said, "We live our lives forward, but understand them backward." Next-decade strategies demand that the Nation build upon past footings, recognizing that the time has come to recommit its efforts to excellence on behalf of its youngest citizens. Such forward action demands nothing less than building a system where quality, equality, and integrity for all children thrive.

* * *

For information about ordering a copy of the full report, *Excellence in Early Childhood Education: Defining Characteristics and Next-Decade Strategies* (Publication Number IS 90–986), contact OERI, Education Information Branch, 555 New Jersey Avenue NW, Washington, DC 20208-5641.

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Foreword

At all levels of government, education policymakers are confronting immense problems that cry out urgently for solutions. These men and women—legislators, governors, mayors, school officials, and even the President of the United States—generally agree that our schools cannot be left to operate unaltered, and that the need for reform is widespread and immediate.

Policymakers know, for example, that the growing demand for early education is forcing a crisis in that field and that educators of young children now grapple with demands that are straining their resources and compelling them to redefine their mission. They listen as employers loudly lament the quality of high school graduates, while investing millions of corporate dollars in programs that teach basic skills and workplace competencies to their newest workers. And they search diligently for programs and practices that can reverse our alarming failure to bolster the achievement levels of at-risk students.

But if the problems are numerous and compelling, there is no shortage of proposed solutions. Currently, one of the most favored reform strategies calls for implementing accountability measures that would more clearly define and assess who is responsible for student success and student failure. Thus, while the number of programs, suggestions, proposals, and techniques for dealing with such specific issues as literacy or achievement levels among at-risk youngsters is mind-boggling, many of these approaches now contain one or more strategies for holding schools accountable for student learning.

Given the intensity of the school reform debate and the abundance of ideas for remedying the Nation's educational ills, it is not surprising that many policymakers often find themselves adrift in a sea of uncollated and frequently conflicting information that does little to inform decision-making.

In an effort to alleviate this situation and to inform the education debate, the Office of Educational Research and Improvement (OERI) decided last year to commission a series of papers to address those topics that policymakers themselves told us were most pressing.

We began by surveying the major policymaking organizations and asking them to identify which school-related issues they viewed as compelling. There was remarkable agreement in the field, and it did not take very long to identify those areas most in need of illumination. We learned, for example, that policymakers are concerned about improving literacy levels and about graduating young people who are prepared to function effectively in the modern workplace. We discovered that they are seeking strategies to combat the growing crisis in early childhood education and to raise achievement levels among at-risk students. And we found that there is a need to clarify the issues surrounding educational accountability, so that intelligent decisions can be made about how best to hold schools answerable for their performance.

Thus advised, we sought the most distinguished scholars we could find to address significant aspects of these issues, and we succeeded in assembling a roster of individuals whose expertise on these subjects is unchallengeable. Indeed, I am most grateful to Sharon L. Kagan, associate director of The Bush Center in Child Development and Social Policy at Yale University, for this thoughtful and provocative examination of early care and education.

I am also indebted to:

- Paul E. Barton, director of the Educational Testing Service's (ETS) Policy Information Center, and Irwin S. Kirsch, research director for ETS' Division of Cognitive and Assessment Research, for their paper on *Workplace Competencies: The Need to Improve Literacy and Employment Readiness;*
- Michael W. Kirst, professor of education and business administration at Stanford University, for his paper on *Accountability: Implications for State and Local Policymakers,* and
- James M. McPartland, co-director of the Center for Research on Elementary and Middle Schools, Johns Hopkins University, and Robert E. Slavin, director of the Elementary School Program for the Center for Research on Elementary and Middle Schools, and co-director of the Early and Elementary School Program of the Center for Research on Effective Schooling of Disadvantaged Students, Johns Hopkins University, for their paper on *Increasing Achievement of At-Risk Students at Each Grade Level.*

We asked that all the authors approach the subjects within a common framework and bring to bear their distinctive perspectives on these important issues. Specifically, we requested that they do four things:

- Describe the issue or problem being addressed;
- Discuss briefly pertinent research on the topic;
- Describe what States and/or other concerned interest groups are doing about the issue, and
- Analyze the implications of current activity—and inactivity—for policymakers at the Federal, State, and/or local levels.

Then, to ensure that this paper—and the others in this "Policy Perspectives" series—would, in fact, be valuable to the community of policymakers, we invited all of the scholars to participate in a one-day meeting where they could present their draft findings at a public forum and then engage in small group discussions that provided a unique opportunity for face-to-face peer review sessions. Both authors and reviewers were overwhelmingly enthusiastic about this process, and all of the papers were revised to reflect the feedback offered.

I want to stress, in conclusion, that it is *not* the purpose of this series to supply easy answers or quick-fix solutions to the complex problems confronting American education today. We did not start out to develop a set of blueprints with step-by-step instructions for implementing reform. Rather, we are seeking to promote the dissemination of knowledge in a format we hope will provide policymakers everywhere with new insights and fresh ideas that will inform their decision-making and translate into strategies that will revitalize the ways in which we run our schools and teach our students.

Christopher T. Cross
Assistant Secretary
Office of Educational Research
and Improvement

Acknowledgments

Information Services' "Policy Perspectives" series is one response to OERI's Congressionally mandated mission to "improve the dissemination and application of knowledge, obtained through educational research and data gathering, particularly to education professionals and policymakers." To launch the series, we invited some of the Nation's most renowned scholars to produce papers addressing those issues that policymakers told us were most pressing. This report is but one by-product of the undertaking.

Many people contributed to the success of this project. I would especially like to thank Sharon L. Kagan of the Yale Bush Center in Child Development and Social Policy for consenting to produce this paper, *Excellence in Early Childhood Education: Defining Characteristics and Next-Decade Strategies.* I am also grateful to those members of the policymaking community who agreed to review and comment on an early draft of this document. They are: Barbara Willer, National Association for the Education of Young Children; Tom Schultz, National Association of State Boards of Education; Nicholas Zill, Child Trends; James Joy, Winand Elementary School, Baltimore (representing the National Association of Elementary School Principals); and Esther Kresh, U.S. Department of Health and Human Services.

I am grateful to all of you.

Sharon Kinney Horn
Director
Information Services

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Introduction

A recent volume chronicling the nature of preschool education in three cultures suggests that preschools have been more a force for cultural continuity than for cultural change (Tobin, Wu, and Davidson, 1989). The study concludes that preschool education in China and Japan has been externally congruent with each country's overarching mission of education, and consequently, has remained fairly consistent over time. In contrast, preschool education in the United States has changed direction frequently, reflecting our national ambiguity regarding the purpose of education in general, and the disjunction of purpose between child care and early education, specifically. Concurring with the above thesis, I suggest in this paper that American early childhood education (like education in general) is at the brink of a major shift in how it conceptualizes and defines its mission. Linking care and education, such redefinition affords promising options and opportunities. Following an analysis that delineates this change, the paper offers a new definition of excellence in early care and education and suggests strategies for achieving it.

The Changing Zeitgeist in Education and in Early Childhood Education

Alternately praised and criticized, the President's September 1989 Education Summit legitimized the groundswell for change that had been brewing in educational circles for a good half decade. With its emphasis on setting national goals and a commitment to early intervention, the summit boldly reminded our Nation of the inextricable link between societal and educational concerns. America was put on notice that "reading, 'riting and 'rithmetic" are not the sole ends of education: a fourth "R" was added to the litany—namely, readying children to function optimally in an increasingly stressful and technologically sophisticated society. In so doing, the summit endorsed a place for social, emotional, and functional competence, alongside cognitive competence, as goals for education. Further, preventing problems before they begin, working with young children, supporting families in their complex roles, and collaborating with other community institutions were applauded as appropriate educational strategies. Such visions not only reflect an educational enterprise in flux, but changing attitudes toward the care and education of young children in our country.

With so much attention being accorded to young children now, it is important to note that barely a half century ago, day care and early education were seen, first, as nonessentials, and, second, as distinct entities with very different functions. Day care, established as a social service for working or indigent parents, was essentially a child of the welfare system. Often considered custodial, day care was thought to be of inferior quality when compared with programs serving comparably aged children in the private sector. Private-sector programs, largely fee-for-service, were crafted to serve the needs of middle-class America: they were to rescue children and parents from suburban isolation by providing socialization opportunities for both. As our social conscience grew, Federal- and State-supported preschool programs emerged to help children and families overcome the negative effects of poverty. Manifest in Project Head Start, Title I of the Elementary and Secondary Education Act, and a limited number of State initiatives, these efforts, largely part day in length, attempted to meet children's cognitive, social, emotional, and physical needs, and often encouraged a significant role for parents.

Since these programs emerged from such different historical traditions, it is not at all surprising that they differed on nearly every major variable: staffing, funding, guidelines, and even the array of services offered. Less understandable is the degree to which even regulatable characteristics varied: ratios, group size, teacher or caregiver preparation. And most important, the troublesome legacies of such dramatic differences remain enigmatic.

Accounting for the situation, one interpretation suggests that lacking any overarching vision or policy, child care and early education grew like Topsy, yielding a nonsystem characterized by competition and fragmentation (Kagan, 1989; Scarr & Weinberg, 1986). Without a unified vision, a single agency at the Federal level, or any incentives to collaborate, individual programs bred and clung tenaciously to their own values and guidelines. A political climate in which funding was limited and program[illegible] vival precarious exacerbated competition, forcing each program to fo[illegible]or preserving its own existence. Consequently, programs were never seen as components of a broader whole. Rather, they were independent entities, each fighting for survival. And even when programs were linked for a particular project, they rarely coalesced in spirit or in duration. Thus, early care and education services evolved as little more than a polyglot array of disjointed programs.

In spite of this legacy, early care and education is on the verge of dramatic change for several important reasons. Widely cited demographics document changes in American family life that have propelled more women into the work force, creating the need for more early care and education services (Children's Defense Fund, 1988; Rosewater, 1989). America's massive welfare reform effort, the Family Support Act of 1988, will also push low-income and unemployed women into training programs and work, and their children into child care. Escalating numbers of pregnant teenagers, "crack" infants born addicted to drugs, and single-parent families are increasing the need for parenting intervention and family support programs, two services closely aligned with early care and education. In short, social need is one potent force accelerating change in early care and education.

Beyond need, widely popularized research findings bespeak the effectiveness and cost-effectiveness of early intervention for low-income children, leaving little doubt of its personal and societal value (Berrueta-Clement, Schweinhart, Barnett, Epstein & Weikart, 1984; Lazar & D[illegible]lington, 1982). Research has led those working in the field, regardless [illegible]spices, to agree that quality of nonfamilial care and education for all children is most closely tied to (1) the nature of the relationship between the caregiver and the child; (2) the nature of the environment; and (3) the nature of the relationship between the caregiver and the parent. Under the leadership of the National Association for the Education of Young Children (NAEYC), the professional association representing the field, quality has been codified in a single volume, *Developmentally Appropriate Practices* (DAP) (Bredekamp, 1987). Serving as a pedagogical and policy guide, DAP is being written into legislation at the State and Federal levels, and is being adopted in several foreign countries.

If rapidly accelerating need and the proven effectiveness of early intervention programs for low-income children have amplified the attention accorded early care and education, another force—business and political endorsement—has propelled it to unprecedented heights. Corporate America, concerned about its present and future work force, has broadened its interest not only in schools but in child care and early education. Roughly 3,500 of the Nation's 6 million employers offer their employees some form of child care assistance (Child Care Action Campaign, 1988), and many corporations are establishing foundations or corporate-giving strategies that accord priority to early care and education. In the political domain, elected representatives in most States and at the Federal level have considered legislation to increase services to young children and their families: 32 States have actually made commitments to some form of preschool service (Mitchell, Seligson, & Marx, 1989), and the Congress is considering passage of comprehensive child care legislation.

Just as a consensus is emerging regarding the mission and goals of education in general, agreement is rapidly coalescing regarding early care and education programs. No longer seen as subordinate in purpose or importance to education in general or to each other, child care and early education programs, it is generally agreed, are pedagogically similar and should not be separated conceptually. While recognizing that most preschool-aged youngsters are cared for in their homes, there is growing acceptance that children in out-of-home settings, whether these settings are labeled care or education, must receive high-quality services that meet developmental, social, emotional, physical and cognitive needs. Furthermore, because of the importance of family to healthy child development, young children receiving out-of-home services must be understood and served within the context of their family and community.

Despite rhetorical consensus regarding quality and pedagogy, there is little agreement over strategy—how best to accomplish these ends. Again, like education in general, early care and education is faced with the challenge of converting conceptual visions to concrete definitions and practical strategies.

Defining Excellence in Early Care and Education: The First Step

It is an odd paradox that though much energy has been expended on defining and implementing "excellence" in education, comparatively little mention has been made of "excellence" in early care and education. Educators of young children are certainly familiar with *A Nation at Risk*, the 1983 report of the National Commission on Excellence in Education, as well as with the many scholarly treatises on excellence. Nevertheless, though they are well aware of the import of the excellence movement in education, they have not been engulfed by the concept of excellence.

Rather, debates have revolved around defining and researching what may be an equivalent concept: "quality." Like excellence, quality embraces both the process and the outcome of education. For early educators, quality of process means devoting attention to strategies, curricula, and environmental elements. Quality of outcome means focusing multidimensionally on the impact early intervention has on youngsters' social, emotional and cognitive competence, as well as on their families. Without doubt, quality has been and will remain a legitimate goal for early care and education programs, perhaps the most important goal.

But quality, as the early childhood profession has conventionally defined it, cannot be the only goal. Certainly, early childhood programs must continue to serve individual children and their families. However, given a changing national Zeitgeist that demands expanded services, the field's history of segregated services for children, inequitable compensation for providers, and programmatic inequities and fragmentation, current efforts must be directed to a higher standard of excellence, one that meets broader societal goals and transcends individual programs. Such a standard must embrace programmatic *quality* and commitments to *equality* and *integrity*. These three components of excellence in early care and education are like the legs of a tripod: no one can stand alone. Only the three together can bring the requisite stability and support.

Quality: The Critical Component

Correlates of quality in early care and education have been well researched and documented. They fall, for purposes of this discussion, into three general categories: (1) findings associated with environmental variables; (2) findings associated with children's behaviors; and (3) findings associated with the interaction of environment and children's behaviors.

When discussing environmental variables in programs for young children, scholars are concerned with far more than the physical properties of the setting, though these are surely important. The nature, amount, and use of space and materials all affect the child's experience (Prescott, 1981; Smith & Connolly, 1980). But environment is also shaped by ratios, group size, stability of caregivers, curriculum, and the involvement of parents. Studies indicate that keeping groups small so that ample opportunity exists for adult-child interactions leads to less aggressive behavior, gre involvement, and more cooperation among children (Ruopp, Travers, Glantz & Coelen, 1979; Clarke-Stewart & Gruber, 1984; Howes, 1983; Francis & Self, 1982). Strong, supportive child-adult interactions, in turn, contribute to children's social and intellectual competence (McCartney, 1984; McCartney, Scarr, Phillips, Grajek, & Schwartz, 1982). We also know that a planned, sequenced, and developmentally appropriate program with a balance of child-initiated and teacher-directed activities enhances children's learning (Karnes, Schwedel, & Williams, 1983; Schweinhart, Weikart, & Larner, 1986; Bredekamp, 1987). Active involvement of parents is also related to lasting effects of high-quality programs (Galinsky & Hooks, 1977; Lally, 1987; Ramey & Haskins, 1981).

Findings associated with children's behavior repeatedly endorse the need for child play as the key to successful outcomes. Lieberman (1977) found correlations between play and the results of standardized intelligence test scores, and Sylva, Bruner, and Genova (1976) pointed out improvements in problem-solving ability, academic skills, and attitudes. Play leads to more complex and sophisticated behavior (Saracho, 1986) and to improved memory (Saltz, Dixon, & Johnson, 1977) and language development (Levy, Schaefer, & Phelps, 1986).

While quality is certainly not restricted to any single curriculum model, recent research attests to the efficacy of developmentally appropriate practices that integrate environmental and child action variables. When curricula embrace developmentally appropriate practices (and many do), gains for children accrue. For example, when comparing children who had b in an academically enriched program with youngsters in developmenta appropriate programs, children in the former group were more anxious, less creative, and had less positive attitudes toward school than those in the latter group. Although youngsters in the academically enriched program had a slight advantage on ability tests when tested at age 4, that advantage disappeared a year later when the children went on to kindergarten (Hirsh-Pasek & Cone, 1989).

Yet, despite these potent research findings and documented practices, teachers throughout the country report having great difficulty implementing high-quality, developmentally appropriate programs. In kindergartens, more structured programs are the norm. In a California study, for example, Smith (1987) reported that, in more than 400 kindergartens, workbooks and worksheets were used more frequently than any other activity. And even though teachers were concerned about the negative consequences of such inefficient strategies, 62 percent indicated that they would continue these practices. In an Ohio study, Hatch and Freeman (1988) found that 67 percent of the teachers questioned felt that what they did each day conflicted with their beliefs about what children need in kindergarten. And a wide range of quality and appropriateness was found in a study of North Carolina kindergartens, with 60 percent of the observed classrooms falling well below the researchers' criterion of quality, 20 percent near it, and only 20 percent meeting it (Bryant, Clifford, & Peisner, 1989).

The distance between what constitutes quality and what is implemented in classrooms throughout the Nation is troublesome. Pinpointing a single cause for this gap is not easy, but one factor may be pressure by parents for academic "achievement" at too early an age. Fast-track parents raising fast-track children (a.k.a. "gourmet babies" or "cornucopia kids") want "results," as do low-income families who see educational success as one escape from poverty. Worried parents, concerned about the prevalence of child abuse, drug dependence, and television overdosing, overprogram their children, robbing them of the "leisure to think their own thoughts, an essential element in the development of creativity" (Bettleheim, 1988). Such nonschool-based pressure is translated into demands for more structured curricula and activities within the classroom.

Beyond these external forces, others internal to the profession—the national mania for accountability, the drive for higher test results, and the readiness to retain young children—have accelerated more structured and academically oriented early childhood classes. Well documented elsewhere, the consequences of such practices wreak havoc with young children (Meisels, 1989; Smith & Shepard, 1987). Major professional organizations, including the National Association for the Education of Young Children and the National Association of Early Childhood Specialists in State Departments of Education, have adopted formal positions against such strategies, and the National Academy of Sciences Forum on the Future of Children and Families launched a panel to address the issue. Nevertheless overtesting with its negative consequences for young children continues unabated in early childhood programs.

But parental pressures and selected school practices are not the only factors inhibiting implementation of quality programs for young children. Two cost-based factors enter the picture also. First, because salaries and benefits for early childhood personnel are so low, current workers regularly seek employment options elsewhere, and new people are not attracted to the field. Turnover is estimated to average about 41 percent nationally (Whitebook, Howes, & Phillips, 1989), and directors report the recruitment of qualified staff as their number one problem. High tu[illegible]ve and its corollary, diminished staff quality, compromise program eff[illegible]e ness in several dimensions. For young children who are the most vulnerable and most dependent on consistent, secure relationships, short-term attachments, particularly among the all-important adults in their lives, ar difficult to comprehend and tolerate.

Challenging for children, turnover is also problematic in maintaining curricular and pedagogical quality. Heavy turnover means that many mo new child care teachers are staffing classes. Inexperience among neophyt naturally makes them insecure, fostering dependence on prescribed activ ties and formal curricula. Couple these insecurities with the press for institutional conformity encountered by kindergarten teachers, and it is not difficult to understand why curricular spontaneity, individuality, and quality have been compromised.

The second cost factor inhibiting quality is the discrepancy between th amount of funding early care and education programs require and what they actually receive. The highly successful and widely touted Perry Pre school Program was estimated to cost $4,818 per child per year in 1981 dollars (Berrueta-Clement et al., 1984). If one assumes that, given inflation, the cost has doubled in 8 to 9 years, a comparable program would cost about $9,600 in 1990. And though that amount of money may not needed for all preschool efforts, still it is a far cry from current average expenditures of about $3,000 per child per year for child care programs (Child Care Action Campaign, 1988). Further, it varies greatly from the recent U.S. General Accounting Office study (1989) indicating average expenditures in high-quality programs were about $4,660, includi[illegible] kind services. While parents, politicians, and the media predicate t[illegible] calls for more early intervention programs on the results achieved by costly efforts, funding at commensurate levels is absent. America *over*expects robust results from programs it consistently *under*funds.

The cost-quality dilemma permeates all debates regarding early care and education policy and practice. Without sufficient funding, staff turnover will escalate, and results for children and families are sure to be compromised. Resolution of the cost-quality problem, though apparently distant, revolves on two questions: (1) who should be responsible for paying for early care and education services, and (2) what should such services embrace? Once these herculean questions are answered and services appropriately funded, the quality component of excellence will be more readily achieved.

Equality: The Neglected Component

Our national interest in equality of educational opportunity has a long history that predates America's recent commitment to young children. Constitutional provisions, court decisions, legislative actions, and administrative mandates have all affirmed national commitments to equal access and equal justice in our society and in our schools. Concerned about assimilating "new immigrants" (Cubberley, 1909) and according opportunity to minorities (Gordon, 1961), generations of scholars and practitioners have looked to schools as societal equalizers. Liberal and progressive philosophers created a climate of concern for greater access and service (Cremin, 1961). And the Supreme Court sought to assure greater integration in the historic *Brown* v. *Board of Education* decision.

While revisionist historians debate the effects of these efforts, Gordon and Yeakey (1983) suggest that such legal expressions have asserted the right to equality, but have not ensured it. No description more aptly reflects the situation in early care and education. Rhetorically, practitioners in the field have loudly announced their commitment to early intervention as a means of reducing social alienation and enhancing opportunity among youngsters from low-income families. Head Start, the Nation's premier program for young children, was grounded in just such a commitment to improve social competence and eradicate the deficits imposed on those beginning life in poverty.

But there were difficulties with the widely hailed deficit strategies that framed intervention efforts of the 1960s. By their very design, such programs were constructed to acculturate poor children to middle-class norms and values, thereby discrediting the strengths inherent in their own culture. Additionally, because the programs were targeted to those most in need and were open only to those who met specific financial eligibility requirements, a permanent two-tier system that segregated the poor was legitimized. Though presumably well intentioned, our social strategy effectively sanctioned economic segregation for preschoolers by sending youngsters from middle- and upper-income families to fee-for-service programs and children from low-income families to subsidized programs. Worse, economic segregation often led to racial segregation, belying the law of the land and diminishing opportunities for equality and excellence for all children.

Beyond equality for the children themselves, early care and education is also plagued by a lack of programmatic equality. Since there are no consistent Federal standards for child care, in spite of repeated attempts to establish them (Nelson, 1982), multiple standards have been established throughout the Nation. Head Start has its performance standards, sev[illegible] national for-profit chains have developed their own means of "quality control," and NAEYC has established the Center Accreditation Program, which serves as an index of quality across systems.

Standards exist at the State level, but they vary widely from State to State not only in the thresholds established but in the areas that are regulated. Even more problematic are the variations in regulations that exist within a single geographic locale. In some municipalities, schools and churches are exempt from licensure, while day care centers must meet burdensome and often costly regulatory standards. As a result, the more highly regulated child care centers often face more difficulty in launching and sustaining programs than do church- or school-based programs. Advocates argue that consistent regulations should apply in all settings: what is safeguarded for one child should be safeguarded for all. Nevertheless, in spite of pleas for regulatory equity among programs, little exists.

The complex problem of equity, shared by early c [illegible] and education and education in general, relates to their joint task of det[illegible] g what [illegible] nstitutes equality and then determining how to allocate finite r[illegible] urces t[illegible] hieve it. The questions to be answered are twofold: Is equalit[illegible] constа[illegible] or may it vary so as to achieve equity? And given limited resou[illegible] s, shou[illegible] ollars be spent on children in targeted programs, thereby incre[illegible] g segr[illegible] on of the needy? Or should limited dollars be spent on univ[illegible] l serv[illegible] for all, thereby fostering integration and generating broader b[illegible] d polit[illegible] appeal? Defining what we mean by equality—targeted or [illegible] versal [illegible] ice delivery—and describing how best to achieve it are persis[illegible] t issues [illegible] demand our attention.

Integrity: The Unconsidered Component

The words *integrity* and *integrate*, not coincidentally, share a common Latin root: both refer to making whole or making sound, to linking disparate parts into an unimpaired condition. We speak of the "integrity of a ship's hull" or an "integrated plot" or "integrated personality." The word *integrity* can also connote a qualitative dimension, suggesting adherence to moral and ethical principles.

While early care and education has been long on the latter definition of integrity (adherence to moral and ethical principles), it has been short on the former (linking disparate parts). The fragmented history discussed earlier set the course for the mix of programs and services embraced by the term early care and education. But this legacy of separation has been reinforced by our Nation's episodic commitment and nonsystematic approach to children's policy (Steiner, 1981). Lacking an integrated scheme or vision, children's policy is an amalgam of separate children's programs that have been funded with little understanding or recognition of the whole. This situation is akin to strengthening an umbrella by randomly adding spokes without noticing that its linking mechanism, the fabric, makes the umbrella function. In short, early care and education has many spokes, but lacks the fabric of coordination.

Historically, such lack of coordination has militated against efficiencies of operation and economies of scale. For example, in spite of large numbers of eligible children not receiving services, Head Start and State preschool programs often compete for youngsters (Goodman & Brady, 1988). Why? One frequently offered explanation is that the lack of comprehensive communitywide data and of coordination in siting new services encourages different sponsors to locate programs in exactly the same pockets of high need. Because program sponsors do not communicate with each other before opening programs, services are "stacked" in high-need areas. The result is that program slots outnumber eligible children, providers compete for youngsters, and valuable slots often go unused.

But such inefficiency does not end with children: programs routinely compete for staff. Rather than coming together for joint recruitment or training, each program feels compelled to launch its own separate (and costly) efforts. Rather than coordinate to realize economies of bulk buying, hundreds of child care programs in a given community purchase goods and services independently. Not advocating the merging of programs or their consolidation under one auspice and fully respecting the need for program diversity, calls for coordination simply suggest that some program functions may be more effectively carried out collectively than individually. Such a strategy seeks to allow programs to maintain the benefits of independence while expediting those functions that overlap and/or cause inefficiencies among programs.

In spite of perceived benefits and the reduction of "systemic pain," suc coordination is rare. The nonsystem survives. And within the subsidized sector, it has been perpetuated by government policy that has discouraged coordination. With funding threatened for violating regulations that prohibit contamination with other programs, federally supported early care and education programs, begun as separate entities, remained isolated for decades. A few innovative programs have skirted regulation to link funds so that services for children could be expedited. But this is the rare exception, not the accepted rule.

This ethos of separatism not only has affected routine functioning [illegible]t has severely constrained the field's ability to think, vision, or act as [illegible] whole. When threats to Head Start surfaced, for example, the only practitioners who worked to counter them were from the Head Start community; they were not joined by school people or child care advocates Similarly, when child care initiatives were debated, other service providers looked on at "arm's length." The legacy of programmatic fragmentation has left the profession bereft of policy integrity and policy capacity. Like the vicious cycle, uncoordinated advocacy has begotten more isolated programs which, in turn, have led to greater programmatic isolation.

And if matters were not complicated enough, the advent of increased attention to early care and education has exacerbated the situation. Although the prospect of more dollars might seem likely to ease tensions, it has only intensified the historic acrimony and pitted program against program. Given that new programs could be housed in a variety of settings, including schools, child care centers, and Head Start sites, and given the lack of data attesting to the superiority of any one sponsor over another, policymakers are justifiably confused. At the Federal and State levels, the debate the comparative merits of lodging new programs in human service or educational agencies. Advocates offer little solace, supporting their ow individual choices.

Expansion of the sort now being considered poses tremendous operational challenges in such a fragmented system. Large numbers of new professionals are going to be needed. But in a field where programs already compete fiercely for qualified personnel and turnover is so high, th likelihood of expanded programs acquiring an adequate work force [illegible]c less doing so without causing pain to colleagues) is low. The need [illegible] space and settings tailored to the special needs of young children will also increase. Further, programs that have been housed for decades in leased settings, particularly the schools, are being forced to relocate so that districts can make room for their "own" newly funded programs.

Beyond hurdling operational difficulties, competition for new programs is keen because the stakes are so very high. Not only will the victorious sponsor end up with sizeable increases in financial support, but in all likelihood, the victor will set licensing requirements and professional standards that will influence salaries and practices for years. In effect, nothing less than the future direction of the field is at stake.

Like the other components of excellence—quality and equality—integrity presents its own conundrums. On the one hand, the long history of competition among providers has rendered the field's policy structure impervious to integration. On the other, theoretical and practical paradigms have shifted: new commitments to serving the whole child in the context of family and community bespeak a need to integrate services and policies. How to reconcile current needs and thinking with an arcane but historically entrenched policy apparatus is the challenge.

Planning a Strategy for Excellence: The Second Step

Three linked strategies address the above problems and offer hope that the profession can move from well-intentioned, piecemeal programs to comprehensive services that reach new standards of excellence in early care and education. These include (1) moving from "programs to systems" models; (2) moving from a particularistic to universal vision; and (3) moving from short- to long-term commitments.

Moving from a "Program" to a "System" Model

Lacking sufficient support and resources to institute programs and services for all preschool-aged youngsters, the Nation, supported by generous foundation efforts, sought to establish program models from which lessons could be deduced. In retrospect, this "program models" approach has been a mixed blessing.

On the positive side, this approach has allowed the field to experiment. In effect, Donald Campbell's concept of the experimenting society took root in early care and education. Because no single model or strategy existed, different programs with different goals emerged, enabling researchers to investigate what programs were most effective under what conditions. Certainly, our boldest experiment, Head Start and its related programs (Parent and Child Centers, Home Start, Health Start, Project Developmental Continuity) were subjected to rigorous analyses over the decades. In fact, the abundant experimentation and reconceptualization led Zigler (1979) to entitle his chapter in a definitive volume on Head Start "Head Start: Not a Program But an Evolving Concept." Besides experimenting with alternative program models, the Nation supported a massive early childhood curriculum experiment, Planned Variation. The study was a large-scale attempt (involving 2,000 children in 28 sites) to compare the effects of 11 curricular models (Miller, 1979). All these efforts gave the field the opportunity to grow and to define and redefine itself through experimentation, a positive legacy of the program model strategy.

Further, the positive impact that such programs have had on those involved should not be overlooked. While researchers garnered data to help the Nation craft policies, countless children and families were well served. Head Start alone has served 10.9 million youngsters since the program's inception in 1965 (Project Head Start, 1989), and experimental non-Head Start programs in large States like New York, California, and Texas boost that number significantly.

On the other hand, the program models approach has not lived up to all its glorious expectations. Program models, by definition, were designed to serve as a plan, an exemplar from which other efforts would flow. The inherent assumption of the "models" approach was that what worked well in one locale would work equally well in another. But the difficulties associated with transporting even effective programs from one locale to another soon became apparent (Goodlad, 1975; Sarason, 1971). Not only were problems encountered because different settings had their own unique cultures, but numerous challenges emerged as programs attempted to move from small to large scale. Golden (1989) points out that not the least of these include: accommodating differences in accountability and equity; maintaining consistency with the larger regulatory and financing systems; and dealing with the risk associated with dramatic and visible failure. Similar concerns have been raised when consideration is given to using small, community-based, and often homogeneous models as the basis for large-system reform (Evans, 1989). In short, how far the benefits of lighthouse programs travel and how much light they actually shed has been seriously questioned (Meade, 1989).

Beyond portability, institutionalizing program models even in their own settings has been a challenge. Always seen as something special, the programs grow up apart from the mainstream and often are not fully incorporated into the life of the institution. Program staff, socialized into the doctrine of the model, retain a commitment to it, but not necessarily to the overarching goals of the host institution. In fact, the intent of the model program is typically to redress some deficiency in the host setting; hence, commitment to the host setting often contradicts the mission of th model.

In addition to the psycho-social dimensions of institutiona [illegible] ion described elsewhere (Smith & Keith, 1971), practical inhibitors [illegible] ue the process. Often program models do not command consistent a [illegible] ufficient funding to enable them to reach their full potency. Always w [illegible] ed about garnering the next dollar, those implementing the special effo [illegible] ex [illegible] considerable time and energy sustaining their efforts, rather th [illegible] improving or disseminating information about them. Unless buttressed by full financial or ideological commitments, most program models, by their very nature, remain limited in impact.

Learning from the difficulties associated with transporting and institutionalizing models, program planners have suggested several strategies. Converting model "adoption" to "adaptation" has yielded some success. That is, rather than simply adopting the pure model as it was developed, potential implementors are encouraged to adapt it to local setting and need. A variant of this strategy suggests that aiming to transport programs or to adapt them is a mistaken approach. Rather, planners should launch site-specific models with the goal of extracting operating principles or lessons to be shared. The goal is not to replicate a given pattern or even tailor it slightly, but to discern essential elements and principles and disseminate them.

However worthwhile these approaches appear, they fall short of addressing the real problem, particularly in early care and education. Simply creating another program model, no matter how effective, particularly given that the field already knows how to mount successful programs, is not the most efficacious strategy at present. While the program add-on approach (alternatively called muddling through) was functional during a period of limited support, now with the groundswell of commitment to young children and families, a more pervasive and durable systemic strategy is in order. Consequently, the focus needs to shift from program development to system reform. We need to focus on making institutions receptive to the program models we have created. In short, we need to understand how to graft such efforts onto extant institutions so that model programs may be preserved. Moving from a programs to a systems strategy takes what we know and attempts to institutionalize it more widely and more permanently.

Moving from a Particularistic to a Universal Vision

For decades, early care and education has been largely a numbers game. That is, given the large numbers of underserved youngsters, advocates and politicians have focused on increasing the number of slots (that is, the number of children to be served). In some cases, this meant watering down quality, because dollar increases were rarely sufficient to cover both inflation and new slots. In no case, until recently, was anyone concerned with the effects of expansion in all sectors. Each sector operated on its own track, aiming toward what it considered to be a unique destination.

But when train schedules and destinations were compared, it became evident that programs were on the same track, from both ideological and service perspectives. The problem was that no one had bothered to consider the whole system and synchronize services.

To stave off competition, minimize expenditures, and maximize quality, equity, and integrity, strategists during the next decade must shift their focus from supporting any particular program to visioning a whole system, one that includes profit and nonprofit providers, church and government programs, and one that acknowledges the importance of home-based programs and familial care. In short, we need to move from seeing Federal programs in general, or any Federal program in particular, as the totality of early care and education. We need to recognize early care and education for what it is: a complex, highly fragile, yet integrated system that involves parents at home with their own (and others') children, adults [illegible] home with others' children, home-based and center-based programs.

We also need to recognize that family day care and center care and education are expanding. Such expansion demands attention to coordination. Out-of-home providers are beginning to acknowledge the need to connect with one another. They recognize that what affects one sector dramatically influences others, making cooperation all the more necessary. Collaborative councils, interagency teams, or intra-agency working agreements are being established to foster cross-agency staff training, common planning for siting new programs, and information and resource sharing. Providers are coming to understand that such creative planning can yield innovative use of limited dollars and result in programs that better meet children's needs and parents' schedules. Collaborative efforts are helping to alleviate some of the field's tensions and inequities and reduce systemic inefficiencies. Schools, meanwhile, are acknowledging their important, but not unique, role as service providers. In some communities, Head Start and child care are planning collaboratively for the implementation of the Family Support Act of 1988. Essentially, the byword is cooperation—looking beyond individual programs or sectors to a more universal [illegible]nd integrated vision, one that affords options for diverse services to [illegible]urish.

Such vision is needed not only among programs that provide [illegible]lar services to comparably aged youngsters but also among early ca[illegible]d education programs and the schools. For decades, critics of early [illegible]rvention have been concerned about the lack of collaboration between [illegible] preschools, kindergartens and elementary schools, and the effects [illegible] discontinuity on young children. They have questioned the large inv[illegible]ment of dollars in preschool services, given that many children will enter low-quality schools where there will be little continuity and where the advantages of early intervention programs will be diminished, if not quashed. Because continuity is a legitimate concern, it is being addressed by providers through collaborative entities. And with an additional impetus from major professional organizations who are calling for the establishment of primary units (NASBE, 1988) and focusing attention on implementing high quality programs (Warger, 1988), a more integrated and appropriate array of educational practices should emerge.

Using a more universal vision when considering services to young children also means integrating services more successfully than in the past (Slavin, 1989). One-dimensional programs are not likely to have the effect of multidimensional programs, and meeting children's cognitive needs without attending to their social, emotional, physical, and nutritional needs is shortsighted. To help integrate services more effectively, agencies with entirely different goals are cooperating in planning and service delivery. For example, The Jewish Guild for the Blind has screened the vision of preschoolers in New York City. YMCAs and YWCAs are cooperating with schools to plan and implement before- and after-school programs.

But such worthwhile efforts need support, especially given a policy apparatus that discourages cross-agency, cross-system, and cross-disciplinary collaboration. Stringent regulations that prohibit creative and innovative programming must be removed and replaced with incentives for cooperation. Lessons from one sector must be transmitted to other sectors, so that the best of each may be shared. Such restructuring will not be easy; it will cause agencies that traditionally have been competitive to cooperate, and those who have delivered one service for decades to change. Incorporating lessons from past efforts at change will be essential if we are to alter the paradigm from particularistic to universal thinking.

Moving from a Short-Haul View to a Long-Term Vision

Beyond thinking more systemically and universally, we need to alter the Zeitgeist to acknowledge that early care and education programs are now a permanent part of the social landscape. Unlike decades past, when such services met the needs of a limited segment of the population, programs for young children are needed by increasing numbers of families. With such varied needs and perspectives, we must alter our thinking; rather than devising one or two short-term add-ons or "quick-fix" programs, we must plan for more diverse and permanent efforts. This means we need to provide options for those who do not elect or need to have their youngsters in care. Opportunities for parenting education, now offered pieceme throughout the country, should be made available to all families on a voluntary basis. Family leave should be considered an essential policy. Tax credits should be considered as a part of our policy strategy.

Equally important, we must consider the needs of youngsters in care and the needs of the early care and education system, today and tomorrow. We must shore up the infrastructure of early care and education (paralleling the infrastructure of any enduring entity). Long-haul thinkin necessitates that we consider the quality of the facilities and transportati that so often are taken for granted. It demands that we improve the recruitment and training of individuals entering the profession. Although barely able to keep pace with current turnover, caregiver and teacher preparation institutions must nevertheless plan for expansion in th[illegible]ld But before asking teacher preparation institutions to invest in train[illegible] th field needs to establish competence levels and specify the essential balan of practical and theoretical elements needed at each level. More flexible inservice training and effective mentoring strategies need to be considere and appropriate compensation must be guaranteed.

Anticipating the inevitable and planning for it characterize moving fro short-term to long-haul thinking. But most communities lack integrated data bases that would enable them to anticipate future needs for young children and their families. Securing funds and technical assistance to develop local planning capacities is critical to a codified long-haul vision. Engendering the need for comprehensive policy planning and adequate financing across multiple funding streams is necessary. At the national level, mechanisms for planning and funding that transcend agencies mus be set in place. And finally, the recognition that children are important only to their families but to the Nation must be accompanied by a concomitant commitment to making appropriate investments in their liv

Not easy, such calls for systemic, universal, and long-haul visioning demand collaboration. Through the 1980s, we have experienced the eme gence of new and promising partnerships, the beginnings of a new etho that stimulates inclusionary thinking. Next-decade strategies need to bu on that footing, recognizing commitments to diverse and qualitative improved systems of service delivery. Above all, next-decade strategies mu be coordinated and weighed on a social scale that balances private right with public responsibility.

Kierkegaard said, "We live our lives forward, but we understan[illegible]er backward." Looking back at the evolution of America's system of early care and education, we see a fragmented portrait of confusion and acrimony. Let us use the knowledge and opportunities before us to paint a better picture, one in which excellence, based on quality, equality, and integrity for all children, is in the forefront.

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POLICY PERSPECTIVES
Parental Involvement in Education

by James S. Coleman

POLICY
PERSPECTIVES

Parental Involvement in Education

James S. Coleman

Executive Summary

Schools Have Key Role To Play in Nurturing Parent Involvement

Although school administrators and teachers are increasingly troubled by many parents' lack of involvement in their children's schooling, educators frequently cling to policies designed originally to keep activist parents and community groups at arm's length. These policies must be revised, and schools must now tackle the unprecedented task of involving parents both with their own children and with other parents.

This is one of the primary arguments advanced by James S. Coleman of The University of Chicago in a policy paper titled *Parental Involvement in Education*. Commissioned by the U.S. Department of Education's Office of Educational Research and Improvement (OERI), the paper examines parents' declining role in child rearing during this century and the negative effects of this phenomenon on schools and student learning. The paper then outlines strategies to reverse that trend.

Transformations in the American Household

In the 18th and early 19th centuries, nearly all of this nation's productive activity occurred in the household. Because an agrarian economy demanded the active participation of all family members, parents routinely passed on to their children those skills and personal characteristics they would one day need as adults. In the late 19th and 20th centuries, however, this long-stable pattern of child rearing and training altered. As men abandoned the farms for work in factories and offices, households began losing their ability to prepare youngsters for adult occupations. Instead, households became environments where child rearing took place apart from economic production.

Not surprisingly, it was during this period that elementary and secondary schools emerged to instruct children in such subjects as reading, mathematics, and science. But while schools succeeded in teaching these basic occupational skills, they were not organized to pass on those personal characteristics essential to a productive adult life. Instead, imparting such vital qualities as industry, responsibility, and pride of performance was a parental responsibility. And, while youngsters learned these traits only when their parents made a conscious effort to instill them, schools and parents played complementary roles in the task of bringing children into adulthood.

In the 20th century, however, the household has undergone a second change with significant implications for the schools. As women have increasingly followed men into the paid labor market, children have become less likely to learn from parents those personal characteristics that promote good school performance. As a result, the school's task has expanded to include the development—either alone or jointly with the family—of those traits. In addition, the absence of both parents from the household during the workday has created increased pressure for child care programs, extended school days, and development of school-equivalent programs to care for youngsters throughout the summer.

These changes have led to a recognition that schools were originally constructed to complement the family in child rearing. Although this task was a simple one as long as the family provided for most of its children's needs, with the weakening of the family, the school must change its character. Part of this change consists, not in substituting for the family, but in facilitating those actions of the family that can aid most the joint task of family and school in bringing children into adulthood. One primary way that schools can accomplish this is by devising ways to replenish the supply of social capital upon which youngsters can draw.

Social Capital in Family and Community

Traditionally, discussions of capital have focused on its tangible forms—either currency or productive equipment. Over the past 30 years, however, economists have expanded the notion to include those assets embodied in a person's knowledge and skill. Referred to as human capital, the term has meant an individual's level of educational attainment, and, like financial capital or physical equipment, it is an asset that can be used to produce a desired outcome.

More recently, there has been increasing recognition that social relations within the family or in the community outside the family constitute a kind of capital that is important for children's development. If a child trusts an adult and the adult is trustworthy, the relationship is a resource the child can draw upon in times of difficulty. At the same time, when relations within a community are strong enough that adults can establish and enforce norms about children's behavior, parents have a resource valuable for shaping

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Foreword

Across this Nation, we must cultivate communities where children can learn . . . . Where the school is a living center of a community where people care—people care for each other and their futures. Not just in the school but in the neighborhood. Not just in the classroom, but in the home.

—President George Bush, April 18, 1991,
in a White House address announcing
AMERICA 2000: A National Education Strategy

In the 1950s and 1960s, many television shows portrayed the "typical American family" as one where father worked and "knew best," mother stayed at home, and the concerns and problems of the children often dominated the household. Even children whose families were fragmented or dysfunctional seemed to pose comparatively few problems for either schools or society, since they were often able to find the support and attention they needed in the nearby homes of friends and neighbors.

In the space of a scant quarter century, this picture has changed. Today, single-parent families abound, mothers working outside the home are the norm rather than the exception, and parents everywhere confront perplexing choices about how to use their time and energy. When decisions are made, the concerns and problems of children are sometimes overshadowed by the demands of the workplace. And parents who are hard pressed to meet the emotional and intellectual needs of each other as well as their own youngsters often provide little support to other neighborhood children who may need adult help or guidance. Thus, it is not surprising that the condition of the American family generally—and the sharp decline in parent involvement in particular—are topics of concern today.

Our already overburdened schools, meanwhile, are being asked to shoulder an even greater share of parental and community responsibilities, and the demands are coming at a time when schools are straining to perform even their traditional responsibilities with regard to learning. Today, for example, school readiness and safe, drug-free schools are among the national goals we are struggling to achieve, rather than the realities we once took for granted.

The magnitude of our national concern was highlighted this spring when President Bush launched what he promised would be a 9-year "populist crusade" to transform American education "school by school, neighborhood by neighborhood, community by community," in an all out bid to move the Nation toward achieving the six national education goals by the year 2000. At the heart of the President's plan is **AMERICA 2000**, a four-pronged education strategy that challenges all segments of the Nation to make today's schools better and more accountable; to invent a new generation of American schools; to move us from being a "Nation at Risk" to a "Nation of Students"; and to make all our communities "places where learning will happen."

Pointing out that children spend 91 percent of their lives from birth through age 18 in places other than school, **AMERICA 2000** throws into sharp relief the paramount importance of home and community in promoting learning and shaping children's values. And it takes a bold step toward challenging all Americans to become engaged in the nurturing of children and to retreat from the widespread complacency that's embedded in the mistaken belief that "the Nation is at risk, but I'm OK." We are not OK. Even those parents who try the hardest often need support and direction when it comes to doing what's best for their children.

As Education Secretary Lamar Alexander recently cautioned, the revitalization of American education will not occur unless and until we each recognize that schools cannot do the job alone and that communities have a key role to play both in promoting learning and in providing support for parents. He explained:

"This means total community support for education, for schools, for students. This means adoption of the six goals by individual communities. This means involvement of local leaders in our schools . . . . And this means a renaissance of American values, attitudes, and personal responsibility for ourselves, our families, and our neighbors."

For those policymakers and educators who are anxious to devise strategies that will draw parents back into their children's lives as effective allies in the school's primary mission of instruction, *Parental Involvement in Education* could not have appeared at a more opportune moment. Written by the distinguished sociologist James S. Coleman of The University of Chicago, this policy paper was commissioned in direct response to policymakers' concerns about parents' dwindling role in the lives of their children and the resulting burden that has been placed on schools that were constructed originally to educate children in partnership with their families.

Dr. Coleman begins his insightful analysis with a reminder of how children learned and families functioned in the early years of our Nation. He then traces the transformations that have occurred in our homes, schools, and society up through the present day. Throughout the piece, he stresses parents' essential role in inculcating values and promoting learning, and he highlights the inestimable—but frequently underestimated—role communities play as resources for children needing or seeking help or guidance. Dr. Coleman also warns that schools—long conditioned to keeping activist parents at arm's length—must now devise strategies to reinvolve parents with their own children and with one another.

Parental Involvement in Education is the latest volume in the Office of Educational Research and Improvement's "Policy Perspectives" series. This series was developed to provide policymakers at all levels of government with new insights and fresh ideas that we hope will inform decisionmaking and contribute to the revitalization of our schools and communities. We are deeply indebted to Dr. Coleman for giving of his time and energies to provide this provocative paper. I believe that it will contribute significantly to the educational renaissance to which we have committed ourselves as a Nation.

BRUNO V. MANNO
Acting Assistant Secretary
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and Improvement

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Introduction

A child comes to school at age 6, anxiously released by reluctant parents. Or a child comes to kindergarten at age 5, presented to the school by proud parents. Or a child comes to the day care center, left by parents on their way to work. The struggle of a couple to live and make a living, to have children and bring them up, is a struggle that increasingly involves the school, the nursery school, and the day care center. And it involves them for a larger and larger portion of each day. The demands for earlier hours for depositing children, and for longer hours of day care, nursery school, or school do not decline. Rather, a major issue confronting many schools is how to satisfy parents' demands for an extended school day.

How did all this come about? How did we get from a society which could hardly pry children from the family's grasp to a society in which parents search desperately to find day care for their youngest children?

Clearly, parental involvement in the daily activities of child rearing has declined greatly over this century. One might shrug it off as merely one example of the general increase in the division of labor in society. Yet research shows conclusively that parents' involvement in their children's education confers great benefits, both intellectual and emotional, on their children. Thus, a major issue facing American education today is this: How to improve educational outcomes for children in the face of contractions in family functioning, when strong families are so important for children's learning?

The New Organization of Society

A historical perspective may enable one to understand the situation in which children currently find themselves. Over a long period of time—almost two centuries—society has come to be transformed from a set of communities where families were the central building blocks to a social system in which the central organizations are business firms, and families are at the periphery.

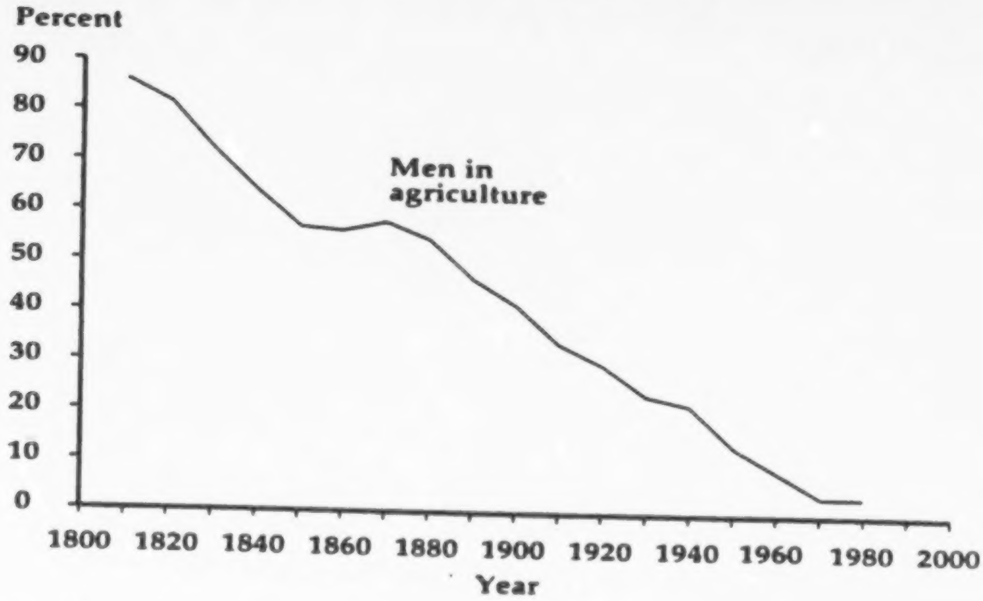
In the 18th century, nearly all production was carried out within the household. Both men's and women's productive activities occurred there, and children were involved in these activities as well. This meant, first, that children's opportunities were constrained by the family's tight grip; second, that children were sometimes exploited by parents in furthering the economic goals of the family; but third, that constrained though it was, children's environment provided a setting for learning the productive activity they would carry out as adults. This was most often farming; but whether the household was composed of farmers, craftsmen, or merchants, it provided a setting in which children gained the skills they would need as adults.

In the 19th and 20th centuries, this pattern of child rearing and training, stable for centuries, began to alter as the household itself underwent a major change: Household production was replaced by the man's employment in a job outside the home, usually in factory or office. Most often, this meant leaving the farm. The extent of this change is shown in figure 1, which charts the declining proportion of the male labor force engaged in agriculture. In 1810, that was 87 percent; today it is about 3 percent. This means that over this period, nearly all households changed from environments where child rearing was intimately intertwined with the acquisition of productive adult skills, to environments in which only child rearing took place.

Not surprisingly, it was during this period that elementary and secondary schooling came into being to replace what had once gone on in the household itself. Figure 2 shows this phenomenon by illustrating the proportion of boys between the ages of 5 and 19 who were not in school, superimposed on the proportion of the male labor force in agriculture. The close correspondence of the two lines suggests the role that schools were playing: assuming those aspects of raising children that could not be carried out in the household as productive activities moved outside it.

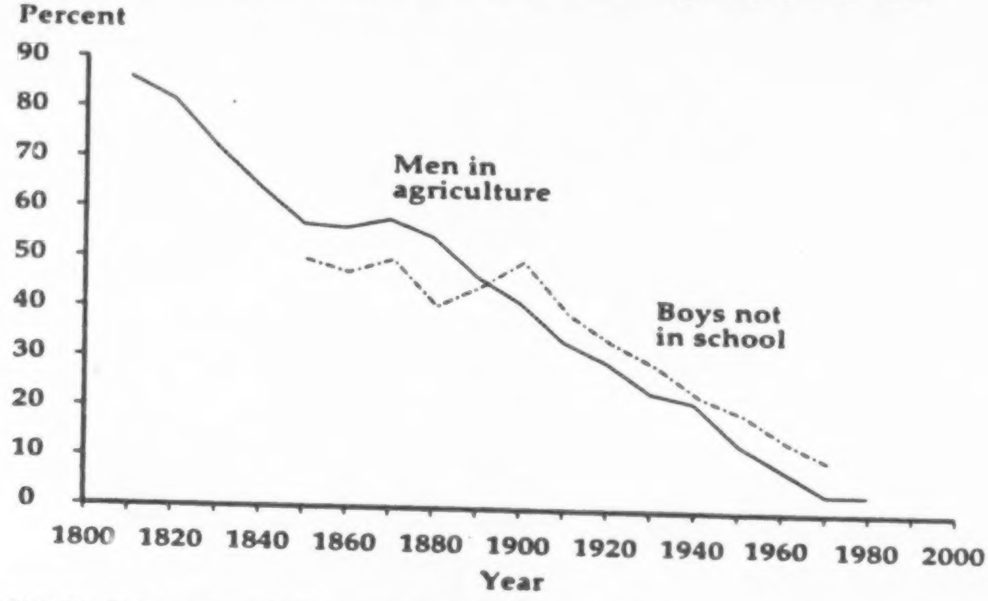
The school is a "constructed" institution, designed for a specific set of purposes, to perform functions that are no longer carried out in other contexts. This does not imply, of course, that the things learned in school do, or should, duplicate those learned in the households of the past, since the skills necessary to adult productivity at the end of the 20th century are different than they were at the beginning of the 19th. However, it is important to recognize what was lost when the child was no longer part of the productive activity in the household. Not only was occupational training lost (which formal schooling might replace with the skills of literacy and mathematics, knowledge of history and science, and specific voca-

Figure 1.—Percentage of male labor force working in agriculture: 1810–1980



SOURCE: Data are from U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States: Colonial Times to 1970*, table 182-282, 1975; and *Statistical Abstract of the United States, 1986*.

Figure 2.—Percentage of male labor force working in agriculture, 1810–1980, and percentage of boys aged 5–19 not attending school, 1850–1970



SOURCE: Data are from U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States: Colonial Times to 1970*, table 182-282 and table H433-441, 1975; and *Statistical Abstract of the United States*, 1986.

tional training), but also the learning of work habits—responsibility for completing a task, punctuality, pride of craft, and all the other characteristics that are necessary accompaniments or precursors to productive activity. In short, the family, absent the productive activity that had earlier been part of the household, came to be less well equipped to transmit these personal characteristics.

With their loss of productive functions, families did not, however, become incapable of transmitting these characteristics. Rather, the everyday activities of the household no longer required these traits on the part of children growing up within it. To instill these traits or personal habits called for conscious design and intentional intervention on the part of parents. Thus, the household shifted from a locus where the productive activities themselves induced personal habits of industry, responsibility, and pride of performance to one in which these habits were learned only if the parents acted to inculcate them. More was required of parents if they were to be effective in bringing up their children—despite the fact that schools took over the task of teaching reading, writing, and arithmetic.[1]

Schools, of course, inculcate some of these personal characteristics as part of their everyday activities. However, as constucted institutions, schools are not explicitly designed to develop these characteristics, and thus have never been very successful in doing so when the family has not. An institution designed for this purpose would be organized differently than the typical school; it would be much less engaged in individual tasks, much more engaged in jointly productive activities.[2]

The Second Transformation of the Household

There has come to be, in the 20th century, a second change in the household with important implications for the school. This is a change that parallels the man's removing his productive activity from the household.

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[1] The research finding that in some underdeveloped areas of Africa, children of lower status families do no worse academically in school than do children of higher status families may be a result of the fact that in those societies the development of personal work habits in children arises from the household activity itself, and is not dependent, as in developed societies, on parental design.

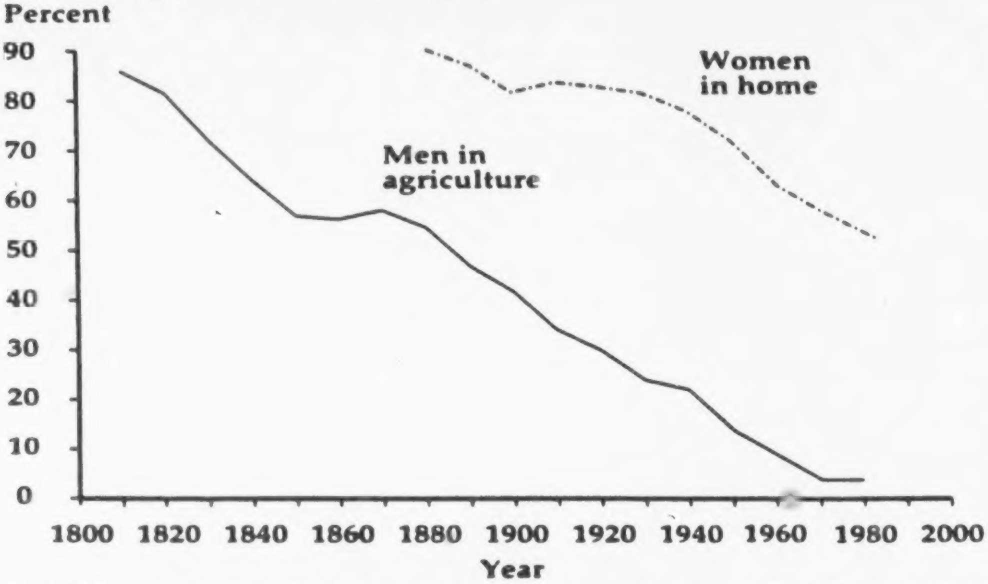
[2] Some approaches to learning do involve such joint activities, in particular the methods of cooperative learning recently introduced in a number of schools.

It consists of the woman leaving the household to enter the paid labor market. Figure 3, showing the declining proportion of women who are in the home and not in the paid labor force demonstrates this shift. The household's loss of the woman's presence parallels the loss of the man's presence about a century ago.

Figure 3 thus illustrates a problem for this constructed institution called the school. Just as the man's absence from the household during the day took away from child rearing certain functions that were then intended to be supplied by the school, the woman's absence from the household during the day has removed from child rearing certain additional functions. As women joined the paid labor force, the household lost certain functions that had been important for the school's ability to accomplish its task.

One change, apart from the need for preschool child care, is that it is more difficult for parents, when both work, to instill in their children those personal characteristics which lead to good school performance. Research results concerning effects on children's school performance of mothers working outside the home are consistent

Figure 3.—Percentage of male labor force working in agriculture, 1810–1980 and percentage of women not employed in paid labor force, 1880–1982



SOURCE: Data are from U.S. Department of Commerce, Bureau of the Census *Historical Statistics of the United States: Colonial Times to 1970,* table 182-282 and table D49-62, 1975; and *Statistical Abstract of the United States, 1984.*

with this: The research shows negative effects of mothers' employment outside the home; but the negative effects are not found for children from disadvantaged families (Milne, et al., 1986).[3]

The position in which many schools find themselves today vis-a-vis the family has changed. Rather than prying the child away from the family's strong hold, they are now confronting an array of families whose involvement with their children's learning is exceedingly diverse. Some are deeply involved and have the skills to be effective. Others are involved, but in ways that are ineffective or harmful. And still others take little time to inculcate in their children those personal traits that facilitate the school's goals.

The mother's move outside the household, following the father's, has expanded the task of the school beyond that of bringing about growth in cognitive skills, such as language and mathematics. The expanded task includes the development, either alone or jointly with the family, of those personal characteristics in children that bring achievement: good work habits, self-discipline and self-responsibility, and motivation to achieve. In addition, the mother's move outside the household has produced additional demands upon the school:

- Child care from an increasingly early age;
- Earlier hours for school opening in the morning;
- Lengthening the effective school day, till parents arrive home; and
- A school-equivalent (summer school or camp) to care for children throughout the summer.

The general principle to which all these demands point is that the school is a constructed organization designed to complement the family in child rearing. When the family was still an institution that could provide for most of its children's needs (for example, everything except learning to read and write, and learning numbers), the school's task was a simple one. As the family has weakened in its capacity to raise its young, the constructed organization that is the school must change its character as well. Part of this change consists, not in substituting for the family, but in facilitating those actions of the family that can aid most the joint task of family and school in bringing children into adulthood.

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[3] There are various conjectures about the reason for the apparent absence of negative effects of mothers' outside employment for disadvantaged children. One is simply self-selection: In poor, often single-parent families, it is the more vigorous, active, and skilled women who have jobs. Another is that the very fact of working outside the home is invigorating and opens a window on the world for women whose lives (and whose children's lives) would otherwise be more passive and more restricted. These differences, according to this explanation, compensate for the loss of the mother's time with the child. In still a third conjecture, the frequent accessibility to grandmother for child care compensates for the mother's absence in these households, while in other non-disadvantaged working-mother households, child care is more often institutional.

If this change is to occur, however, the school must recognize its role as an institution designed to complement the family. This implies a continuous task of reconstruction, as the family itself undergoes reorganization.

The remainder of this paper will lay out some general points concerning changes in family and community that have an impact on the school, and then indicate some components of the reconstructive task that schools confront in the face of these changes.

Social Capital in Family and Community

One concept that will be useful in characterizing the situation confronted by the school, and thus by children, is the idea of *capital* in its various forms. Traditional discussions of capital have focused on its tangible forms, whether financial capital or productive equipment. Building on this concept, economists have developed over the past 30 years the idea of human capital, that is, the assets embodied in the knowledge and skill that a person has. As economists have used the term, it has meant principally an individual's level of educational attainment. The more education, the more human capital. Like financial capital or physical equipment, human capital is a productive asset, useful in producing desired outcomes.

In recent years, sociologists and a few economists have recognized that the social relations that exist in the family or in the community outside the family also constitute a form of capital. (See Loury, 1977; Bourdieu, 1980; Flap and DeGraaf, 1986; and Coleman, 1990, chapter 12.) While physical or financial capital exists wholly in tangible resources, and human capital is a property of individual persons, social capital exists in the relations between persons.

Social capital can be of several sorts, serving different purposes. If a child trusts an adult, whether a parent or a member of the community, and the adult is trustworthy, this relation is a resource on which the child can draw when in difficulties, whether with schoolwork, with friends, with a teacher, or with other problems. If the relations in a community are strong enough to establish norms about the behavior of children and youth and to impose effective sanctions toward their observance, this constitutes a resource for children, protecting them from the predations of peers, and a resource for parents to aid in shaping the habits of their children. These are two forms of social capital; more generally, social capital held by a person lies in the strength of social relations that make available to the person the resources of others.

All forms of capital—financial, human, and social—are important for children's education. There have, however, been changes over time in the quantity of each of these forms of capital: In general, financial and physical capital have grown, as has human capital, but social capital has declined. The growth in human capital is easily seen by the increase in educational attainment in the population. The decline in social capital in the family is suggested (though not directly measured) by figure 3, showing the effective evacuation of the household by its adult members.

Other measures reinforce this assessment: In the 19th century and early 20th century, some families were three-generation households, containing not only children and parents, but also grandparents. Three-generation households gave way to the nuclear family consisting of parents and children, a subset of these persons, and thus a subset of the social relations that had existed in the three-generation household. This meant as well a loss of adult time for children in the household, for there were fewer adults. Now, however, two-parent families are giving way in part to single-parent families, as divorce and illegitimate births increase.

Social capital in the family that is available to aid children's learning is not merely the presence of adults in the household, but the attention and involvement of adults in children's learning. Adults' presence in the household is a necessary condition for this, but not a sufficient one. The amount of social capital provided by adults in the household may vary widely without variation in their physical presence.

An example from the Yonkers, New York, school system several years ago will illustrate the point: In the Yonkers district, textbooks were bought by parents for children's use. But officials discovered that some Asian immigrant families were buying two sets of textbooks, not one. When they investigated, they discovered that the second set was for the mother, to help her so that she would be better able to help her children in school. In these families, parents were not merely present in the household; there was a strong involvement in their children's education, that is, social capital for the children's learning. Furthermore, the mothers in these families had little human capital in the form of education, but the strength of their interest in their children's learning was sufficient to mobilize what human capital they had in the service of their children's education.

More generally, one can conceive of four logical possibilities as illustrated in figure 4. In cell 1 is the family in which both human capital and social capital are present: well-educated parents who are involved with their children's learning. In cells 3 and 4 are families traditionally regarded as disadvantaged, without education. But cell 3 represents families like the Asian families described earlier, who, despite the meager supply of human capital, do manage to aid their children, because of the strength of the social capital. Cell 2 is the typically overlooked case, the new form of disadvantage in the family: well-educated parents, whose time and attention are directed outside the family, and who remain unavailable to aid children's learning. These typically are middle-class families, sometimes intact and sometimes single-parent households, whose members provide little in the way of social and psychological resources for one another.

Figure 4.—Presence or absence of human and social capital in the family

		Social Capital	
		Yes	No
Human Capital	Yes	1	2
	No	3	4

Research results indicate the importance of both human capital and social capital in the household for the success of children in school.

The research results merely document what school administrators and teachers observe in everyday settings: Those children succeed best in school whose parents are intelligent and well educated (human capital) and involved and interested in their children's progress (social capital). Research results show that parents' education is an important predictor of children's educational achievement; and they show also the importance of such aspects of social capital as parents' reading to a young child, and a strong interest of both parents in the child's going on to college.[4]

There is, however, another form of social capital that is important for a child's success in school. This is social capital in the adult community outside the household. The importance of this form of social capital is less apparent to school administrators and teachers, because the contrasts lie not between families in the same school, but between schools themselves.

A school with extensive social capital in the community of parents is one in which parents have been able among themselves (or sometimes with the help of the school) to set standards of behavior and dress for their children, to make and enforce rules that are similar from family to family, and to provide social support for their own and each others' children in times of distress. In a community with extensive social capital, research evidence shows an important fact: The social capital of the community can to a considerable extent offset its absence in particular families in the community. For example, children from single-parent families are more like their two-parent counterparts in both achievement and in continuation in school when the schools are in communities with extensive social capital (see Coleman and Hoffer 1987, chapter 5).

Social capital in the community depends greatly on the stability and strength of the community's social structure. Two forms of structure important for the growth of community social capital that can aid in children's learning and in preventing dropout are shown in figure 5. Figure 5a shows schematically the relations between parents and children in two families, and the relation between the children themselves—and what is problematic in many communities, the relation between the two sets of parents, which closes the loop.

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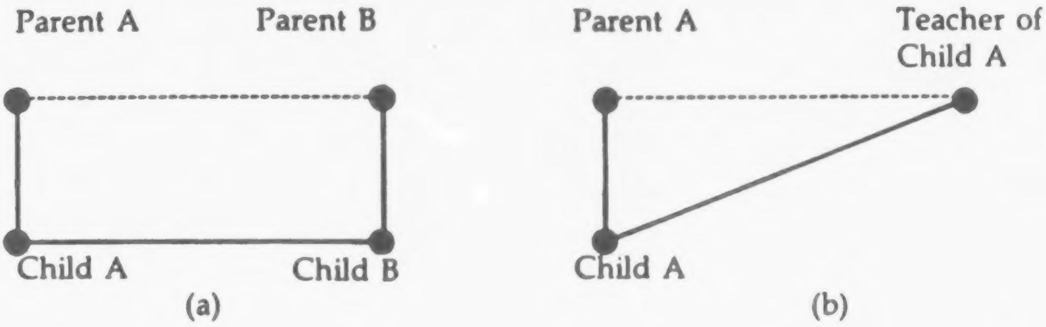
[4] The results described in this paragraph can be found in two major national surveys of educational achievement, *Equality of Educational Opportunity*, in 1965 (see Coleman, et al., 1966, Chapter 3.2), and in the High School and Beyond survey in 1980 (see Coleman, Hoffer, and Kilgore 1982, tables A6 to A12).

Figure 5.—Two structures that support the growth of social capital in the community surrounding the school



When this loop is closed, when the social structure among the parents exhibits closure in this way, Parent A and Parent B can set norms and standards for their children, can compare notes about rules for their children, and are not vulnerable to their children's exploitation of ignorance about what rules exist for other children. In addition, Parent A can provide support for Child B when necessary, and can sometimes serve as a bridge if the child's communication with his or her own parent has broken down. In short, each parent constitutes a capital asset both for other parents in the community and for children in the community.

The structure of figure 5b involves again the parent-child relation, it involves the relation between child and teacher, and it involves a third relation that is problematic: the relation between parent and teacher. This relation also closes the loop, and makes possible both support for children and social control of children that would be absent if there were not the information flow between teacher and parent that comes about with closure of this set of relations.

Change of Times and Differences Among Communities

The kinds of community structures in which there is not closure of the form shown in figures 5a and 5b are relatively new in the history of schooling. Traditionally, many school administrators found themselves not with a scarcity of social capital in the community, but with an excess. Communities were plagued with gossip, with strong cliques, with parents who, banding together, were able to defeat the aims of the school. Some schools continue to be beset by these problems. But for most schools now, the problem is the opposite one: parents whose communication with other parents is minimal, and who, as their child progresses toward high school, are unable to counter the force of the child's peers leading in directions they fear.

Through transmitted tradition or their own experience, school administrators have learned ways to cope with communities of the traditional type, whose excess of social capital could impede the school's task. The other kind of community, not with an excess but with a deficiency of social capital, is a newer phenomenon, one less often recognized, and one for which fewer strategies have been developed by school administrators. Yet the building of social capital is often feasible, and once built, it can constitute an important asset to a school.

The Lessons Learned Too Well

Parent involvement with a child's schooling can be of various kinds, some of which teachers and principals attempt to avoid. Interaction between parents and schools is often antagonistic or at least unpleasant. Parents contact the school when they feel things are going wrong in their child's schooling. Schools summon parents when the child does not meet the school's demands or expectations. Whether initiated by the parent or the school, such meetings are tension inducing, both for school staff and for parents.

Parental involvement with schools can be harmful to school functioning in another way. Parents want special treatment and special favors for their children.[5] They may use their influence directly or indirectly, individually or in cliques, to gain this special treatment at the expense of other children—and if they are successful, the school can be torn by parent-initiated strife.

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[5] In some school districts, the interest in special favors goes further: Parents want jobs for themselves. In a recent meeting of Kentucky school administrators, one principal from Eastern Kentucky reported that a major problem he confronted was adult members of the community, parents and others, attempting to get jobs for themselves or their relatives. This school was in a county in which the state and the county were the principal employers, either for work on the roads or for work in the schools.

These are two of the reasons why school administrators and teachers are wary of parental involvement in the school. There are others as well. Parents and teachers disagree on aspects of the curriculum. In Scarsdale, New York, in the 1950s, a group of parents who regarded Howard Fast's books as a communist influence struggled to force the school to remove them from the library. In more recent years, school conflicts erupt periodically over textbooks used by schools and opposed by parents.

Most of these forms of parental involvement were most prominent when communities and families were strong. It is not merely because of the community's conservative views that recent school conflicts over textbooks have occurred in rural areas where communities are strong, and able to mount a collective force against the school.

On the basis of all these kinds of experiences, teachers and principals have learned to guard their autonomy and to deflect community interference. But these lessons make the school ill adapted to a setting in which the community and the family are weak. In this circumstance, there is a second lesson: that schools have always been far more effective for children whose parents were involved with their education than for children whose parents were not. The effective functioning of schools has depended on the effective functioning of family and community. What makes some ghetto schools function poorly is that the communities and families they serve are weak, lacking the social capital that would reinforce the school's goals. Similarly, a likely source of the lower school achievement in the 1980s compared to the 1950s is the loss of social capital in family and community throughout the United States over this period.[*]

A New Role for the School: Rebuilding Social Capital

When families and communities are weak, the school lacks a resource that is central to its effectiveness in educating children. Lessons learned from a past in which social capital was abundant can obscure a central fact: *The effectiveness of schools in settings where the social capital of family and community is weak depends upon the rebuilding of that social capital.* This can be a task for agencies other than the school, but it is a task which is in the interest of no party more than that of the school. In such a setting, a school must in its own interests take on new activities to accomplish its task of educating children. If the school is to accomplish this task (that is, if children are to learn, and not merely be taught), then it must help rebuild the family and community social capital that facilitates learning.

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[*] Other sources are possible as well, the most prominent being the reduced curricular demands in high school resulting from liberalized course requirements for college entrance.

This rebuilding requires something beyond parental involvement with the school. It requires school involvement with parents. Once this principle is adopted, then questions follow: How can social capital in the community be constructed? How can social capital in the family be constructed? These questions are examined in later sections of this document. First, however, a specific problem that has arisen in many schools must be addressed: the problem of establishing authority sufficient to maintain the order necessary to learning.

Authority and Responsibility: The Demise of In Loco Parentis

The building of social capital in the community has a special importance for schools confronted with problems of maintaining authority. The respect of children and youth for a school's authority is in some part derivative from their parents' respect for the school's authority. That, in turn, depends on the existence of social capital among the parents of the school.

Schools have traditionally drawn their authority over, and responsibility for, the children in their care from the authority of the parents. The principle of in loco parentis, the school standing in the place of the parent, has been the guiding principle. This has, however, never been a simple task: Parents have been reluctant to give up control of their child, even to the extent necessary for the school to carry out its task. The ideal school, from the parent's view, would be one that took extensive responsibility for the child's educational development, but never exercised authority beyond that to which the parent, were the parent consulted, would have assented. The extensive conflicts between school and parents over corporal punishment are a reminder of this disparity between the authority parents are willing to give up and the authority schools find necessary to their task.

Yet in the more robust communities of the past, a consensus held that allowed the principle of in loco parentis to function reasonably well. Those communities differed in two ways from most current populations served by a school. First, parents themselves exercised stronger authority, for a longer time (at least through the end of high school), over their children. Second, a generally high level of community consensus existed, with the leading families of the community (whose goals and standards were generally consonant with those of the school) weighing more heavily in that consensus than did the families whose children were most often subject to the school's disciplinary measures. This sometimes led to an oppressive authority system in the school, but it was authority which was generally accepted by the adult community.

Both of these conditions have changed, reducing the school's capacity to exercise the authority necessary to accomplish its task. The reduced scope and duration of parental authority over children mean that the grant of authority to schools from some parents has shrunk, reducing the scope of rules the school can enforce. The reduced consensus, brought about by the absence of social capital in the community, frees deviant parents to contest the school's authority without inhibition. The school's principal may as a consequence spend time defending the school in court cases, or in extended disputes outside the court. Some principals regard the modern school in the modern setting as ungovernable. The principle of in loco parentis appears to be in permanent eclipse; some new principle appears to be necessary if the school is to carry out its tasks as a complement to the family.

Yet the only principle necessary may be the rebuilding of parental consensus through recreating social capital in the community served by the school. This social capital, once created, will support the school through the rules, norms, and standards which are part of this social capital. The creation of such social capital by the school consists, quite simply, of creating closure of the form shown in figure 5a. The relations between parents themselves, however they are brought into existence, will then operate on their own in the ways described earlier to make and enforce norms that reinforce the school's goals.[7]

This social capital among parents, once created, will not always reinforce school goals, nor should it. A strong body of parents is a force in the community that will often act in accord with the school—but as an agent for the children of the community, it also acts as a check on the actions of the school.

How Can Social Capital in the Community Be Built?

Bringing about involvement of parents with one another is an unfamiliar task for most schools. It is a task without an extensive body of knowledge to guide it. Nevertheless, some principles are useful.

1. Antagonistic and unpleasant contacts between school and parents are the result of passivity on the part of the school. If the school waits for parents to initiate contact, the contact is likely to be about a problem, and potentially antagonistic.

2. Most parents are occupied with other matters, and will not become actively involved with other parents unless that activity satisfies a particular interest. Some points follow from this:

- Merely bringing parents together without a specific reason will ordinarily be ineffective.

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[7] There is a second possible remedy for the problem of authority in the school, through a modern-day social contract. If a school system gives up its prerogative of assigning children to schools (through magnet schools or another system of choice), it gains an important asset: Since children and parents can now choose among schools, the schools may require students and parents to accept and obey a set of rules as a condition of entering and continuing in the school.

It is not, of course, merely the institution of choice that can bring about the consensus on which viable authority depends. Choice makes it possible for the principal to require more of parents and children, but the principal must grasp this possibility. This may be, as is done in some schools, through a written contract signed by parent and child, or it may be by verbal contract. The central point is, however, that once the school becomes a school of choice, a form of social contract between the school and its clients is possible that was not possible before.

- However, associations, relationships, and organizations fostered by the school can sometimes be built on existing common interests, such as having children in the same grade (for younger children) or in the same extracurricular activity (for older children) or with the same problem or handicap (for children of any age).
- A crisis or a common problem can often serve to pull parents from other activities to organize for action. Frequently cited examples are crises initiated by drug or alcohol use or by an automobile accident involving a high school driver.

3. Relationships among parents, and between parents and the school, established for one purpose persist over time, and can be social capital available for other purposes. This has been extensively documented in social research on communities. For example, Merton (1968) found that community organizations created in a housing development to fight unreliable contractors continued afterwards as a social resource available for other purposes.

4. Parents of teenagers and sub-teens have a strong interest in norms or standards of behavior and dress. However, they often lack the communication that gives knowledge about the standards on which a set of parents can agree. The school can in some cases overcome this lack through bringing parents together specifically on matters of dress, or rules about dating, parties, and nighttime hours. But these are only starting points; items listed in the Resources section show various ways in which schools can help create social capital in the community.

5. Certain barriers to parental involvement with schools can be overcome by modern technology. For example, a program called the Transparent School Model uses electronic mail and telephone answering machines to allow parents to leave messages for teachers, and teachers to transmit messages to parents via telephone lines (Baruch 1988). This program has been pilot tested in several schools in Tennessee, Alabama, and Georgia. A similar program has been used in St. Paul, Minnesota. A similar but less ambitious arrangement is part of the "Parents in Touch" program of the Indianapolis Public School System. As fax machines and other technology come into use, additional alternatives become available. Technology, however, provides only the opportunity; an active interest on the school's part in increasing parental involvement is necessary if the opportunity is to be used.

How Can Social Capital in the Family Be Built?

A task quite unfamiliar to most school administrators is involving parents with their own children. School staff might say, and properly so, that such a task, at least in its full generality, is not the school's responsibility. Yet one area in which schools can act concerns homework. Schools demand homework, and assume that parents will reinforce the school's demands and provide a setting in which children can meet the demands. But to expect that parents know how to reinforce the school's demands, and know how to provide a setting conducive to the child's completing homework is a serious error. There are specific, concrete points that parents do not know. How long does the school expect an average child in a given grade to spend on homework? What time is best for doing homework? What kind of setting should the parents attempt to provide? What are the pros and cons of rewards contingent upon finishing homework? Should a specific period of time be set aside for homework or should the child be free as soon as the homework is finished? What rules are best about telephone calls during the homework period?

What is true of homework is true of other contexts of parental involvement with the child's schooling. The principal point is that parents are unskilled in helping their children to succeed in school. Even well-educated parents often lack the knowledge of what practices in the home will most help their children to succeed in school. The school, on its own or with the aid of specialized professionals, can help parents help their children.

Strategies for Parents

Other sections of this paper have examined parental involvement from the perspective of school administrators and teachers. A major aim of the paper is to show that a school's success with children is highly dependent on the strength of those children's families, and of the community, which taken together, they constitute. It thus becomes in the school's own interest to strengthen these social resources, the social capital available for the child's education. If school administrators and staff can come to recognize the importance of this task to their overall goal, it will be a step in the direction of a mutual reinforcement of school and family activities.

But schools, principals, and teachers have interests of their own, interests that are not identical to the interests of parents nor to the interests of children. It is important for parents to recognize that, and to see the ways in which the interests of school staff can lead to actions against parental involvement.

Incorporating the interests and activities of parents into the functioning of a school can in the long run give the school greater strength for its task of educating children; but this is a more difficult task of school administration. It requires more consultation, building consensus over a wider range of people, sharing control, and sharing responsibility. To keep parents away from school functioning simplifies the administrative task.

These tendencies are natural ones on the part of school staff; in some schools, these tendencies are overcome, but in others there is active resistance to parent involvement. In such schools, it falls to parents to educate the educators, to lead them to see the long-run benefits of developing extensive involvement of parents with one another and with the school—or if the educators cannot see these benefits, to assert parents' rights to be involved with the education of their children.

Resources for Schools and Resources for Parents

A number of organizations, the school's PTA being the most prominent example, are designed to facilitate parents' involvement with their children's education and parental involvement with school and community. There are other organizations with different overall aims, but with departments focused on this aim. The American Federation of Teachers is an example. A few organizations of both types are listed below:

National Committee for Citizens in Education (NCCE)
10840 Little Patuxent Parkway, Suite 301
Columbia, MD 21044
(301) 997-9300

The Home and School Institute
1201 16th Street NW
Washington, DC 20036
(202) 466-3633

National Congress of Parents and Teachers
(The National PTA)
700 North Rush Street
Chicago, IL 60611
(312) 787-0977

Center for Restructuring
American Federation of Teachers
555 New Jersey Avenue NW
Washington, DC 20001
(202) 879-4559

TIPS (Teachers Involve Parents in Schoolwork)
Center for the Social Organization of Schools
Dr. Joyce Epstein
Johns Hopkins University
3401 North Charles Street
Baltimore, MD 21218
(301) 338-7570

Academic Development Institute
1307 South Wabash Street, Suite 205
Chicago, IL 60605
(312) 427-1692

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Some of these organizations provide literature related to parental involvement. The TIPS program has a list of more than 40 reports and materials on parental involvement that can be obtained from the Center for a nominal fee; the list itself is free. NCCE publishes an annotated bibliography of materials on parent involvement (Henderson 1987). The National PTA maintains an extensive set of materials for use by parents and teachers. The Home and School Institute has several publications directly focused on parents' rights vis-a-vis schools and on parent involvement (Schimmel and Fischer 1987, Rich 1988). The Academic Development Institute has workbooks and course materials used in their Family Study Institute, which trains parents to aid their children in succeeding at school.

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Models of Collaboration

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Appalachian Education Lab/Kentucky Department of Education Head Start Collaboration Project
Regional Symposium
November 21-22, 1991
Louisville, Kentucky

Challenges for Consideration by Collaboration Partners

I. The Challenge of Philosophy
   .Whose "Fault" Is It?
   .Who Should hold power?
   .Who provides the most effective service?
   .How do young children develop?
   .What should program goals be?

II. The Challenge of Pedagogy
   .What curriculum should we use?
   .What is the role of parents?
   .What is the role of parents?
   .How do we assess results?

III. The Challenge of Resources
   .Who has what?
   .How do we handle inequalities in funding?

IV. The Challenges of Structure and Program Operation
   .Can many masters be served?
   .What restrictions are imposed by our current structures?

V. Other Considerations
   .National linkages
   .Collaboration = only one way to share resources
   .Other frameworks for analysis
   .Preserving our own program's integrity

September 30, 1991

The Challenges of Collaboration:

A Human Services Issues for the '90's

Prepared for the AEL/Kentucky Department of Education Transition Symposium
November 21-22, 1992

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The Challenges of Collaboration: A Human Services Issues for the 90's

As the United States emerges from the decade of the '80's, it is clear that diverse segments of the community are paying increased attention to the value of comprehensive early intervention as a cost-effective strategy to address a range of social problems. Clear statements of support have emerged from the private sector (e.g., Committee for Economic Development, 1987 and 1991), from the nation's governors (e.g., Gnezda & Smith, 1989) from the current administration (e.g., U.S. Department of Education, 1991), from elementary school principals (e.g., National Association of Elementary School Principals, 1990), from state education policy makers (e.g., National Association State Boards of Education, 1989), from social scientists (e.g., Schorr, 1988), and from the Head Start community (e.g., National Head Start Association, 1990).

While agreement now seems to exist on the importance of early intervention, there still is no explicitly stated national policy to provide the direction and cohesion that such a strongly emerging consensus demands. This lack of clearly stated vision is confounded by the varied roots from which the early childhood field derives (e.g., Steiner, 1981). Our roots can be found from such disparate sources as the settlement house movement, early nursery school initiatives, the federal government's "crisis" responses to the Depression and World War II, and the back-to-basics emphasis. Consequently, within the early childhood field, there are several approaches to the provision of services, each with a different philosophical and historical base. However, building on the axiom that living organisms seek to derive order from chaos, what may be emerging is an attempt by early intervention advocates to seek their own consensus on their collective initiatives. One approach currently in vogue to meld together interest groups is collaboration defined by Kagan *et al*. (1991) as "...efforts to unite organizations and people to achieve common goals that could not be accomplished by any single organization alone." (p. 5). Bruner (1991 noted that collaboration is only means a means to an end, and should result in improved services to children and families while reducing their risks.

For example, Head Start, with its perceived track record of success and its increasing financial resources, seems to be attracting a number of potential collaborators. Further, the Head Start community has been encouraged by its funding source, the Administration for Children Youth and Families (e.g., The US Department of Health and Human Services, 1989) to collaborate with other human service providers. As noted by Bush (1989), in a paper prepared for ACYF, what constitutes collaboration may vary widely across Head Start Programs. However, a shared theme appears to be a notion that Head Start Programs should match human and financial resources with other funding streams and/or agencies so as to secure extended services (e.g., a longer child day) and/or enrich resources for families (e.g., participation in JOBS training). Potential collaborators include: public schools and other LEA's; city, county and state department of social services and health; broad-based human service agencies; and specialized programs (e.g., United Cerebral Palsy Association).

Given our profession's history of responding quickly and compassionately to human needs, it is not surprising that many early childhood programs have embarked on a search for collaborative ventures, or at the least, have been responsive to overtures from other community groups. More of our families are experiencing difficult and complex life experiences, and are struggling to exist in a milieu of substance abuse, unemployment and damaged support systems. This especially is true of our younger single mothers, who appear to represent a growing percentage of our families. In our centers, larger number of our children are stretching our resources and skills, either because they seem to be unable to exercise internal control on their behavior, or because they exhibit a non-responsiveness to our best efforts. Our initial impulse is that such families and children could be helped by our linking with other community resources, especially if such collaborations resulted in more specialized family services, extended classroom days, or an enhanced financial capability to attract and retain qualified staff in all early childhood programs. Advocates recognize the validity of Bruner's (1991) statement that some children's and families' problems cannot be addressed by the resources of only one agency. Further, as Kagan, et al. (1991) noted, business' effective use of collaboration and our own appreciation for the validity of Bronfenbrenner's (1979) ecological perspective have provided educational motivation to collaborate. And, as Blank (1985) reminds us, it is critical for early childhood advocates to engage themselves with all groups serving preschool children to assure that programs meet our standards of quality and appropriateness.

However, as Moore (1989) discovered in a collaboration survey done for the National Head Start Directors Association, the Head Start community is experiencing a sense of frustration and concern about the emphasis on collaboration as a end in itself. An examination of the survey's responses shows that programs administrators feel that working with other human service providers has always been a Head Start trademark. However, the collaborative push of the late '80's and beyond represents a departure from earlier initiatives, in part because it occurs during the "best of times" (i.e., renewed faith in the value of early intervention and a growth period for Head Start) and the "worst of times" (i.e., diminishing resources for many other human service programs paralleled by their increased interest in Head Start and our expanded resources).

While impossible to test systematically, it is conceivable that this ambivalence can be found throughout the entire early childhood community. Consequently, it may be important to take a reflective look at the collaboration process. The purpose of this paper is to explore the challenges presented by collaboration as a strategy to expand and enrich early childhood services. For policy makers, such a discussion may serve to both underscore the complexity of collaboration, and to explain the seeming resistance to it on the part of the early childhood community. For program operators, a listing of the challenges can assist in analyzing each collaborative opportunity for its strengths and areas of potential conflict, prior to participating in new ventures. In a paper on transitioning children to public schools, Kagan (1990a) identified challenges in philosophy, pedagogy, resources and structure. The concepts are useful for this discussion as well.

THE CHALLENGE OF PHILOSOPHY

Whether clearly articulated or not, every human service program is based upon a vision of how society operates, how decisions are made and how human growth and development occurs and is enhanced. The philosophical base of Head Start may differ from that of its potential collaborators in five ways, and those differences have implications for the potential "fit" between programs.

*Whose "Fault" Is It?

Persons committed to social betterment often wish to assign blame for appalling conditions which exist in our society. While simplistic and (hence comforting) as way of analyzing social problems, who or what is blamed also has implications for what solutions are adopted for resolving those problems. For example, as the mixed school and life successes (by whatever measure) of our low-income children are reviewed, one approach is to blame the children and families themselves. Popularized by Ryan (1971), the "blaming the victim" analysis contends that if persons truly wanted to succeed, they would take advantage of the many opportunities available to them to acquire the skills and knowledge which are believed to be the precursors of school and life successes.

Children would come to school properly fed and clothed, would bring a healthy respect for school authority figures, and would show diligence in completing all tasks. Parents would participate in the activities offered by this schools. Failure to demonstrate these behaviors could be a result of family and child laziness, genetic inferiority, low motivation, few abilities, or other person-centered values.

Others view the mixed success rate as a failure of the very system designed to alleviate poverty. Welfare programs are perceived to encourage those very behaviors that they are supposed to remediate, by virtue of the dependency they engender in families. Institutions such as schools appear to utilize both subtle and overt racism in their selection processes and in testing procedures. Rather than build upon the successes of early intervention, schools seem designed to ameliorate all positive learning. Consequently, as described by the Assistant Secretary for Elementary and Secondary Education, John McDonald (U.S. Department of Education, 1990), schools need to be made ready for our children, rather than children being made ready for the schools.

How this challenge is resolved is an important determinant of a program's goals, service delivery design and definition of the appropriate client. For example, our curriculum emphasis may be on children's acquisition of those skills and behaviors which assure success within the institutions with whom they will interact. Or the development of generic problem solving skills and creative responses to institutional barriers be a more important goal. Of importance here, however, is that programs with different approaches to the issue of "fault" may find the establish of a linkages to be problematic.

***Who Should Hold Power?**

Many early childhood programs are founded on the principle of empowerment, where each person's individuality and cultural dignity is respected and accepted.

An important goal may be to provide the knowledge, skills and synthesizing experiences to embolden parents and children to make sound decisions about their own lives, including a change in parenting strategies. By extension, we assume they then will positively impact upon and change the institutions which serve them. Our implementation of empowerment begins with shared input and decision-making on all program operation variables, including hiring and firing of staff.

Potential collaborators may not share our commitment to a broad definition of empowerment. It may be that legal constraints, authorizing legislation and/or contractual arrangements with other actors in the system (e.g., unions) have diminished the areas in which power can be shared. Other collaborators may focus solely on one form of empowerment, such as economic self-sufficiency, but may be funded by legislation and policy which limits the alternatives for reaching such a goal.

As an example, the issue of power-sharing becomes real when a Head Start Policy Committee endeavors to be involved in the hiring of staff for a new collaborative center, and the program partner states that it cannot permit such involvement to happen, since their regulations and policies do not allow for such input. Similar conflicts can arise when such traditional Head Start decisions as determining selection criteria, personnel policy updates and budget planning are discussed with our potential partners.

***Who Are The Most Effective Providers of Service for Low-Income Children and Families?**

For some early childhood programs, a critical component is their insistence that members of the community to be served must be an integral part of the program's staff. Their knowledge of the children's roots, their community commitment, and their enthusiasm could become the foundation for training experiences which would focus on expanding their job-related knowledge and skills. The Child Development Associate (CDA) Program is a sound examples of that trend. However, our colleagues in other programs may be vested in the concept of professionalism as tied to formalized and proscribed educational experiences, culminating in a degree from a institution of higher education. Often these requirements are legislatively proscribed. At best, these credentials may be necessary but not sufficient requirements for employment in some early childhood programs, because this formal training may not lead to knowledge of and empathy for the communities served by those programs. This rigidity of credentials has been reinforced and solidified by the human service labor unions and professional organizations. In the early childhood profession, this challenge is complicated by the reality that appropriate higher education training programs are few, since elementary education teacher preparation programs generally are not designed to prepare persons to work effectively with children ages 0-5 in a variety of settings.

The point of conflict between potential partners can occur when job descriptions are discussed, particularly those positions in the education and social service field. Especially difficult may be disagreements on what credentials are most desirable for work with low-income children and families. For example, public school districts may insist on a B.S.- or B.A.-degreed teacher, while a Head Start Program may prefer a community resident who has a CDA credential. Or one human service agency may want social service leadership to be provided by a B.S. or MSW Social Worker, whereas another program may feel that the most effective service to low-income families could be delivered by a former Head Start parent who has received a series of in-service trainings, and has demonstrated competence.

*How Do Young Children Grow and Develop?

As a reflection of our disparate history, the early childhood field offers several competing options for explaining the development of young children, as described in elegant detail elsewhere (e.g., Kohlberg & Mayer, 1972). Development may be viewed metaphorically as the growth of a flower, as exemplified by the maturationist approach to child development. Those adhering to the flower analog see children as unfolding through a predetermined timetable, so that the children themselves become responsible for initiating and controlling their own learning experiences. The teacher's role is to provide a setting which facilitates that child-initiated behavior, much as a gardener provides nutrients for flowers when necessary. At the other end of the spectrum, those who advocate for a behaviorist view of learning perceive young children as the proverbial blank slates, upon whom can be imposed any manner of knowledge or skill, provided that overt teaching strategies are employed in arranging the learning experience. Hence the teacher's role is to direct the children's entire learning process, including arranging the classroom, choosing the activities, designing the daily schedule, and selecting reinforcements.

A third view on children's learning, the developmental approach, perceives young children as bringing to any learning situation a set of basic reflexes sharpened and expanded by environmental interactions initiated both by them and by others. Paramount to children's growth are opportunities to explore their surroundings in concrete and individualistic ways, and to solve problems through repeated trials, reassessment of conclusions, and elaboration of experiences. The role of the teacher is to provide these opportunities by creating a milieu that allows for both child and teacher-initiated experiences, and for a mix of individual, small, and large group experiences.

Out of developmental theory has come NAEYC's well-defined developmentally appropriate approach to early childhood education (Bredekamp, 1987), including recommendations on curriculum and assessment. Perhaps because of its thoroughness of explication and its widespread publicity, the developmentally appropriate approach has moved into the realm of gospel within our field. However it is critical that collaborators go beyond a facile agreement that each endorses developmentally appropriate programming. As Jones (1991) notes, it easy to agree on commonly accepted wisdom, only to discover that our definitions are vastly different. This discussion especially is important in an era where measurable school success is being discussed at the national level, and where that which is most easily measured are skills and qualities which seem to lend themselves to enumeration. Questions such as, "How many words can she recognize in the spring as compared to last fall?", and "Has his knowledge of math facts expanded from addition by 2's, through addition by 10's?" can be seized upon as the measure a program's success. As the entire educare field must respond to increased pressure for accountability in constrained fiscal times, it is conceivable that a position of learning could be adopted that appears to facilitate evidence that those so-called measurable behaviors can be quickly taught.

This also is the time for early childhood program to confront what may be a contradiction in our own views on child development. We pride ourselves in having adopted the developmentally appropriate approach to programming. But we need to examine our own beliefs, observe carefully in our classrooms, look closely at our lesson plans, and dialog with our parents about what is meant when we say that preparing our children for school is a goal. Does that translate into measurable behaviors that are linked to school success (e.g., being able to "read"; knowing math and other "facts"; standing in line quietly; raising one's hand; waiting for a turn; sitting attentively for periods of time; doing worksheets; and listening attentively to an adult)? These behaviors may not necessarily be characteristics or immediate by-products of a developmentally appropriate curriculum. Yet, because such behaviors appear to be linked to school success, these qualities may be important to communities and groups whose access to society is perceived by them to have been limited and thwarted. Education alone may seems to be the only route to success and economic self-sufficiency is available to low-income and minority families. Indeed, as Epps (1991) remarks, such pressure for more formal instructional strategies and emphasis on basic skills may be being felt by kindergarten teachers of all SES groups, as they point to pressure from parents as a factor in curriculum decision making. It is beyond the scope of this paper to describe our responsibility to confront and change that perception. What is important is that we explore this issue before we move outward to collaborate with others -- and in the process, discover that our own house is built on sand!

*What Should the Goal(s) of the Program Be?

Once all the above challenges have been addressed, the resolution of this challenge may well fall into place. For example, depending on an assigning of blame for social conditions, a human service program may target the institutions themselves for change, or may strive to help its recipients to become successful within the current system. Similarly, if empowerment is broadly defined, a program goal may become the enhancing of both the number of participatory opportunities and the abilities of people to utilize those opportunities. If a behaviorist approach to child development is adopted, then a program's goal may be directed toward measurable and observable changes in a child's behavior. A developmentalist, however, may be focusing on the provision of varied experiences through the use of multiple strategies, so that the goal is not child output but implementation of the process.

Clearly, selection and prioritizing of the collaborators' goals must be a consensual process, accomplished prior to beginning any project. It is a reality that we occasionally do proceed with our joint ventures assuming that all parties have agreement on such "basics". We then discover that, because of some or all of the above differences, our goals are not only different, but perhaps mutually exclusive.

Much time has been spent on these philosophical challenges because, in some measure, they cause or contribute to the pedagogical, structural and resource challenges which follow. If the above challenges can be confronted, acknowledged, mediated or even resolved, then it is conceivable that the challenges described below can be addressed more readily.

II. THE CHALLENGE OF PEDAGOGY

The last two challenges of philosophy have direct bearing on the challenges of pedagogy, or the selection of strategies to meet our goals. Included in those items which must be addressed are the following challenges:

***What should our curriculum be?**

If early childhood educators are consistent, they will have adopted a curriculum approach that derives from their philosophy on child development. While potential partners may agree that both subscribe to developmentally appropriate practices, it still is necessary for them to dialog about several issues, including the following:

*What are the goals each partner's curriculum? How does each "fit" with the other's mandates and positions on human growth and development?

*What are the roles of the teaching team members in the planning, implementation and evaluation phases?

*What are types of activities utilized to actualize the curriculum's goals?

*Are teacher-initiated activities the only valued experiences to be used? What is the role of child-initiated activities? What is the appropriate balance between the two?

*What are the techniques used in managing the children's learning experiences?

*What is the role of materials? What materials are considered appropriate or inappropriate?

*What is the relative value placed on child-child, child-material, and teacher-child interactions?

*What is the division of labor among team members?

There may be other variables which could be used for a comparison, but what is critical is a thorough discussion by potential partners prior to curriculum selection.

*What is the role of parents in the pedagogical process?

Because early childhood programs often talk about the parents as their child's first teacher, it is important to discuss this challenge separately. Some programs believe that parents are equal partners in the dialog to analyze and choose a curriculum, and have multiple roles to play in its implementation and evaluation. Included in those roles would be volunteering in the center, access to the classroom, and multiple formal and informal opportunities to dialog about their child's progress. However, other programs may not be used to nor desire this complex laying of roles. A successful collaboration requires a negotiation of these differences.

*How do we assess the results of pedagogical efforts?

This challenge is linked with decisions about how children develop and what pedagogical strategies are adopted. One approach to assessment has focused on pre- and post-testing of children, or the comparison of children's standardized test scores on a norm-referenced tests. The National Association of Early Childhood Specialists in State Departments of Education (1991) recently cautioned their Chapter 1 colleagues that, "...Dependence on standardized tests tend to drive programs in directions inconsistent with ...good early education practices. Test driven program programs are characterized by instruction in discrete skills, with material conversation, use of ability groups and little or no opportunity to engage in problem solving behavior" (p. 3). Potential collaborators need to explore alternative assessment options, such as observations of each child, parent information, and accomplishments of other preventative and remedial actions (e.g., immunizations; health screenings). The important work of Meisels (1991), where he recommended the use of several informational sources, may be especially valuable as a starting point for discussion.

Such an approach, however, may be counter to that trend which insists that children be "ready" for school by the year 2000 (US Department of Education 1991). In their discussions of that goal, the nation's governors continue to emphasize "appropriate" nationwide testing in content subjects, as well as school readiness assessments for young children. Another "worst of times" scenario is that an interest in early intervention could easily become test-driven, without an appreciation that such motivation could vitiate our best efforts. While a thorough discussion of the whole readiness issue can be found elsewhere (i.e., Katz, 1991), it is so important an issue that exploration of it must occur between potential partners.

III. THE CHALLENGE OF RESOURCES

As the various sectors of the early childhood community establish working relationships, the differential distribution of resources across programs, with the overlay of diverse funding cycles as well as reporting and spending requirements, must be confronted. Two of the specific challenges immediately are apparent.

What resources are allowable from whom, and for what services?

Some funding mechanisms, such as Head Start funding, appear simple. With the introduction of the Program Management System, most programs receive their funding every month from HHS, so that cash flow is stable and predictable. While participation in the USDA Child Care Feeding Program adds another dimension of reporting and accounting, most Head Start Programs have enough years of experience in managing both these funding sources to successfully integrate them. While Head Start remains dependent on Congress and the President, the new five-year authorization, with its higher levels of appropriation, does give it some sense of stability and predictability.

Other human service partners may not bring the same degree of constancy to the table. Those programs which are federally funded yet require a state and/or local cash match are taxpayer - driven, since their existence and potential expansion depends on the passage of yearly state or local budgets. This reality can present challenges to other collaborators, as both attempt to mesh allowable expenditures, funding cycles, current and predicted cash flow. Nothing is more draining to good intentions than delayed paychecks, inability to predict when funds will arrive, and providing the community with explanations for yet another delay.

*What inequalities result when resources are differentially distributed?

For a variety of historical and policy reasons, persons in some early childhood programs who have comparable education and experience do not receive the same compensation as their counterparts in other early childhood arenas. Typically, public school early childhood teachers receive larger salaries and better fringe benefit packages than their colleagues in the rest of the field. Despite state and national legislative efforts to provide funds for compensation, inequities remain.

It is interesting to observe what happens when two differentially rewarding systems, previously separated, do come together. How does one explain the validity of a system designed so that one teacher makes $10,000 a year less than her colleague in a collaborative effort? Clearly, there is no acceptable explanation.

IV. THE CHALLENGES OF STRUCTURE AND PROGRAM OPERATION

These challenges initially seem to be most daunting and cumbersome to program operators, perhaps because they surface quickly in any discussion of collaboration with another program. It is not unusual for us to get so beset in solving operational challenges that we never recognize or discuss the other three challenges noted above. It is for this reason that comparisons of how we organize and deliver our programs are confronted last in this discussion. All the challenges can be summarized by asking the question below:

*Can Many Masters Be Served?

How a program organizes and delivers services is greatly impacted by its funders and regulators, since these sources provide programs with requirements, mandates and (occasionally) choices. Many programs already serve several masters, since they must comply with local and state day care licensing regulations, USDA requirements, and Head Start Performance Standards. Consequently, adult-child ratios, amount of indoor and outdoor space per child, presence of safety and fire alert equipment, staff qualifications and food service become non-negotiable criteria. Imagine the complexity which now will ensue when a Head Start Program interacts with another program whose regulations include a State Education Plan, local school Board decisions, union contracts, and various Federal funding mandates - none of which offer the same "answers" on decisions about ratios, space and equipment! And yet, both programs propose to offer services to the same children and families. These inequities may continues to persist, particularly when state laws exempt school and/or church-based early childhood initiatives from the regulatory processes that impact programs sponsored by other groups.

Another example of the challenge of many masters occurs when a program attempts to utilize one or more of the day care funding sources available from a federal, state or county or city department of social services (including Head Start, Title XX, JOBS or Transitional Child Care, At-Risk Child Care and the CCD Block Grant monies) to extend and enrich the children's experiences. First, the weekly rates for child care differ amongst these sources, even if the exact same caregiving experiences would be provided. However, even if a program adopted a "best case" strategy and decided to tap only that program paying the highest weekly rate - presumably those linked to the infamous Market Rate - the program would discover that the 75% market rate paid may not adequately fund the additional hours. The dilemma is compounded if the social service funding sources insist on a "full day" of care (e.g., 40 hours/week) in order to reimburse a program at the complete allowable weekly rate, when the program needs the entire weekly rate in order to add just 20 hours a week to a child's experience. The relatively high cost of providing comprehensive services - a probable cause of successful early childhood intervention - remains a daunting challenge to our field.

If this problem can be solved, two challenges remain. First, most early childhood programs' expenses are ongoing: staff must be available each day and all day, even if children are absent. However, if reimbursement is solely linked to attendance, expenses will quickly exceed income, even in the best-planned program. Second, a program's financial integrity depends on prompt resolution of financial obligation, including salaries. Yet funding from a variety of sources - linked to variables such as reporting, the source's cash flow and check writing policies - can lag weeks, even months behind program obligations. While these are solutions (e.g., an advance from one or more funding sources; a wavier of regulations; an available source of local funds; over-draft privileges at a bank; and donations to cover costs), all require yet more diligence and manipulation of systems by a program director. The goal of "seamless funding" may seem to be unreachable and esoteric under these conditions.

V. COLLABORATION REVISITED: CONCLUDING THOUGHTS

After careful consideration of the above challenges, it is clear that collaboration as a strategy to maximize and extend early childhood services dictates careful thought. In conducting such an analysis, it may be important to re-frame the deliberation in different terms. Several possibilities are available.

First, now is the time for early childhood advocates to ask if the push for collaboration would ever have occurred if this county had developed a coherent and integral policy on behalf of children and families, with linkages to a workable and adequately financed funding-steam. A glance at France's proactive approach to the provision of child care (Richardson & Marx, 1989) provides evidence that this can be done. The reality of the '90's, however, is that this country's users and implementers of children and family services are providing the leadership to bring together patchwork systems. Even as the various funding sources encourage such efforts, numerous barriers remain attached to funding streams, and varied program goals remain in place.

It may be propitious to re-examine our assumption that the impetus for collaboration should derive from the top down, or beginning at national level. While changes in funding and program policies and procedures are necessary to remove collaboration barriers, Bruner's (1991) cautions about such so-called first generation collaborations may be valid. This most common strategy, initiated from the top down and characterized by establishing linkages at the highest state or federal levels, has the positive result of bumping together people who otherwise may not meet. However, Bruner's analysis is that the more successful and long-lasting strategies are second-generation collaborations, where demonstration projects at the local level are supported by the top level or third-generation strategies, where local leaders serve as the charge agents to implement those ventures that are locally designed and implemented.

Consequently, it is critical that all advocates become committed to the building of coalitions at the local, state and national level, recognizing the presence of potential allies in the early childhood community with whom we should dialog about common interests. While a loosely formed national coalition must take great credit for the passage of the recent child care and Head Start legislation, such a proactive groups may not yet be in place in all states, and most importantly, in local communities. For example, in your locale, have the center-based providers operated apart from the family day care providers, neither of whom interact with the Head Start Program or the public schools? Even within public school systems, we can find teachers and administrators who share our advocacy for developmentally appropriate curricula and assessment. The time is here for all sectors of the local early childhood community to seek consensus on issues, through our local NAEYC affiliate or some other vehicle. The parents of our children need to be active partners with us in this venture. We should advocate jointly for quality early intervention services with local and state governing bodies. No longer can each local early childhood group stand isolated from the exciting and exacting discussions within our own communities - discussions which will impact on the lives of the children and families we serve.

A Consensus on the Meaning of Collaboration

It is important the early childhood advocates come to agreement on a definition of collaboration, its components, and its place on the spectrum of available strategies for provision of services. The discussion may be helped by a realization that a key issue in collaboration, as so aptly identified by Kagan (1990a) in her discussion of transition, is one of continuity - of philosophy, pedagogy, resources and structure. Early childhood educators often refer to the deleterious effects of experiential discontinuity on our young children when they transition from Head Start to programs to public school. A case can be made that similar effects obtain when a collaborative effort requires consistent transitions between systems that are also marked by discontinuity. Kagan (1990a) also remarked on the need for a "shared vision", grounded in an acceptance that the critical needs of our* low-income young children and their families require us to work diligently on the creation of a "seamless system" of service delivery. For collaborators, such a shared vision also needs to be established. There are several insights which may be helpful for both policy makers and the Head Start community to develop that vision.

The early childhood community also needs to examine what it considers it to be its past and current efforts at collaboration, comparing them to a useful yardstick offered by Kagan and her colleagues (1991). They purpose that a hierarchy of relationship exists, beginning with the informal relations of cooperation, where autonomy is maintained and resources are not shared. Cooperation, where some resources are shared to implement a specific program, is a mid-level relationship. Collaboration is the most complex interaction, and results in separate organizations' developing a new structure that goes beyond intermittent or limited-issue contact. It is possible that by defining cooperative or coordinated ventures as collaborations, we have absolved ourselves from the need to explore more complex arrangements. If we adopt Kagan's analysis, it becomes clear that collaboration indeed is only one of several options for program interrelations. It may often not be the best "fit" when goals, resources and barriers are considered.

A Riddle: When Is Your Early Childhood Program Not Your Early Childhood Program?

When all analyses are done, perhaps the most important challenge is a variation on the old child's riddle: When is your program not your program? One answer to the riddle depends on our identifying those attributes that appear to be correlated with positive outcomes of early childhood programming; (e.g., developmentally appropriate curriculum, multileveled and meaningful parent involvement; comprehensive services; linkages to the communities served) and then determining at what point we have diminished those attributes so that we no longer offer a child and family experience of which we are proud. While it may not be possible to draw a chart which depicts the break-even point for programs, the importance of this determination cannot be understated.

The second answer to the riddle will be even more elusive but no less important to determine. It is the extend to which collaboration impacts upon and substantively changes the culture which has developed in a program. Tom Peters (1989) is correct when he pronounces that large companies are doomed unless they adapt to the exigencies of the market place, particularly the opportunities posed by new technologies. However, Peters and others (e.g., Hickman & Silva, 1989) warn us about the dangers inherent in overrunning an established corporate culture while pursuing organizational change. In her seminal and fascinating work, JoAn Knight-Herron (1990) has begun to delineate the components of a child care culture by noting that it cherishes the contribution of women while valuing its few men, and that it appreciates differences, not homogeneity. It stresses the whole child and non-violent problem-solving. As such analyses continue, and as the early childhood community agrees that our culture is of value and to be preserved, we must decide if moving outward to interact with new players will reinforce or significantly modify our culture. Will the resulting alternatives be so extensive that, our program not be one about which we can speak with pride?

V. CONCLUSION

It is clear that both practitioners and policy makers also need to engage in a dialog to resolve, or at the least address these challenges. In our effort to employ collaboration as a strategy for meeting our agenda, are we giving away those qualities which have caused our success? Do we reduce our level of comprehensive or developmental services, even for part of the day, in order to fund an extended day? Do we reduce the options for parent empowerment, so as to coexist with a partner who cannot or does not allow for parent decision-making? Do we establish joint ventures with systems that we and/or our families perceive as dysfunctional to our families' growth? While there may not be "one right answer" to these questions, it is imperative that they be asked.

The reader's current impressions to the contrary, it has not been this author's purpose to dismiss collaboration out of hand. Indeed, a strength of the early childhood movement has been its bringing together people with diverse backgrounds and lifestyles. Further, ensuring that Kagan's (1990b) emphasis on quality, equality, integrity of early childhood ventures could be enhanced through collaborative efforts. Rather, it is the purpose of the paper to provide a set of variables - of questions to be asked - by which every collaborative opportunity can be systematically analyzed. For the author concurs with Kagan _et_ _al_. (1991) that collaboration is only one, "...instrument in the large tool box awaiting utilization as we rebuild America's system of services....to young children and families" (p. 21). By itself collaboration will not solve the need the public and private sectors to invest the resources necessary to develop economic and personal self-sufficiency for all our citizens. However, collaboration, if used wisely, could be a valuable asset for early childhood advocates' struggle to provide a better qualify of life for young children and their families.

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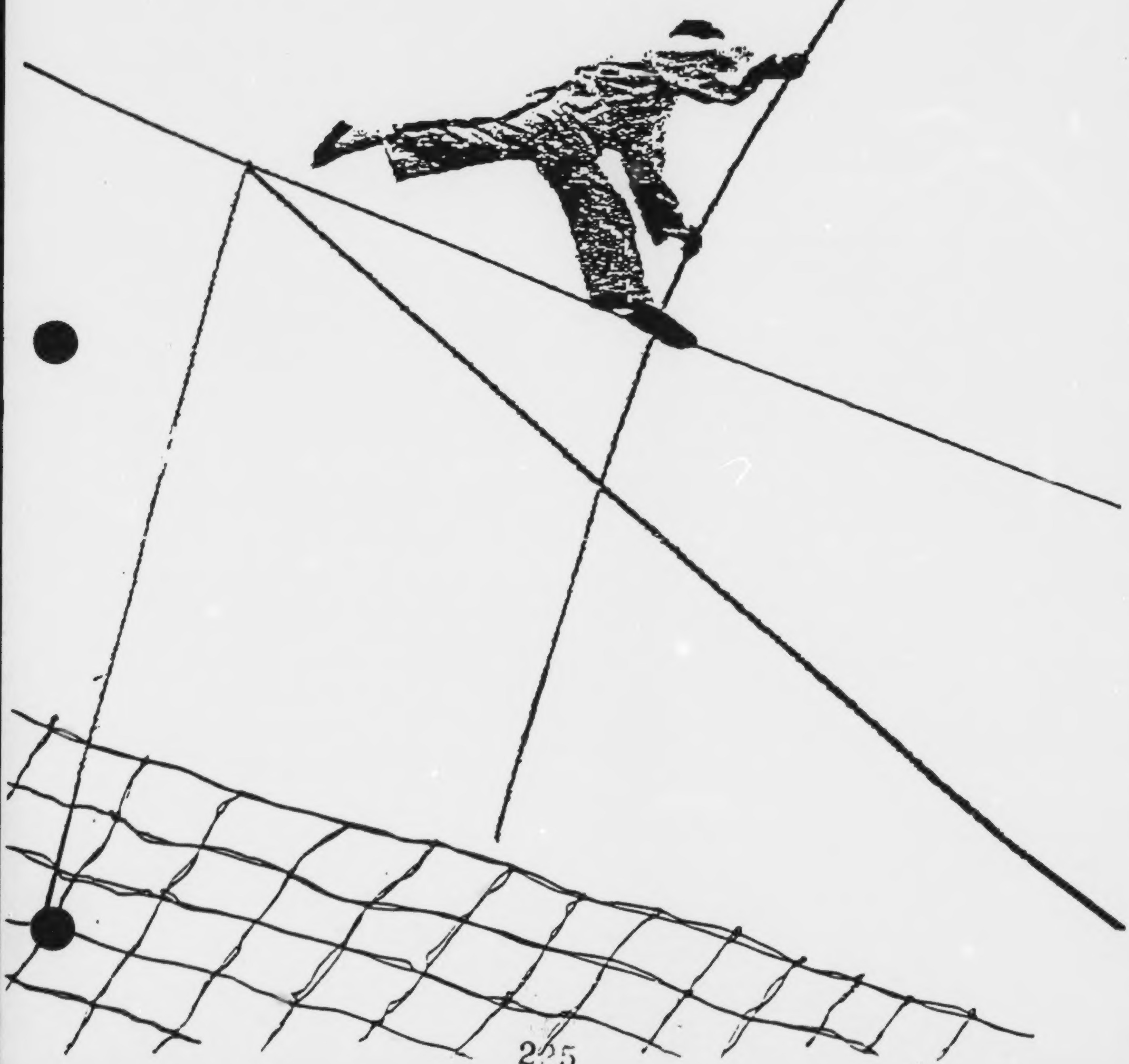
COGNET Follow Through Education Model Research Report: Studies of Impact on Children, Teachers and Parents, 1988-1991

by Cognitive Enrichment Network (COGNET)

COGNET

Cognitive Enrichment Network

COGNET FOLLOW THROUGH EDUCATION MODEL RESEARCH REPORT: STUDIES OF IMPACT ON CHILDREN, TEACHERS AND PARENTS, 1988 - 1991



COGNET FOLLOW THROUGH RESEARCH REPORT: STUDIES OF IMPACT ON CHILDREN, TEACHERS AND PARENTS, 1988 - 1991

Introduction

The COGNET Follow Through education model has a significant impact on recipients and implementers as demonstrated by the results of the studies summarized in this report. During the past three years we have documented the impact of COGNET's implementation as an integrated Follow Through education model. This report will summarize results of studies regarding impact of the program on children, teachers and parents, proposed reasons for observed effects, and future research plans to accommodate constraints on the studies conducted to date. First, however, this discussion needs to be placed in the context of the COGNET education model.

Description of the COGNET Education Model

The Cognitive Enrichment Network--Follow Through Project (COGNET), creates a framework within the community where regular, special and compensatory education preschool and primary grade teachers as well as participating parents work together to help children learn how to learn. As will be shown, the involvement of professionals and parents in a network committed to providing cognitive enrichment will significantly strengthen children's use of learning strategies that help them develop independent and effective learning behavior. Indeed, the compelling nature of the program is frequently reflected in children's comments.

The following are journal and letter entries (edited for spelling and meaning) from third grade children who participated in COGNET for less than one year:

> "I felt nervous and independent [about the achievement tests]. Independent means you can learn on your own."
>
> "I really liked [the achievement tests]. It was fun! I needed to use Feeling of Challenge and Working Memory.... They really help you in a hard situation. My feelings were a bit out of control, but I used Approach to Task...."
>
> "I was thinking about Self Development and thinking about what I can do better if I worked on it. After I thought about it, I knew that I can do division much better than I am doing it now. So I got a couple of pieces of paper and started to work on it. It was fun."

"My goal for today is to keep my name off the board. Self Development pays off."

A sizeable body of literature has documented the relationship between certain variables of adult-child interactions and cognitive development (see Lidz, 1987). At the same time, increasing evidence supports the effectiveness of the teaching of thinking skills to school age children (Segal, Chipman, & Glaser, 1985).

The COGNET education model is based on Feuerstein's theory of Mediated Learning Experience (MLE) which addresses, among other things, the sociological issues of low income and at risk families (Feuerstein, Rand, Hoffman & Miller, 1980). Indeed, Feuerstein and colleagues reported observations of adolescents living under stressful conditions resulting in unusually high levels of cognitive dysfunction, particularly when caregivers were unable to freely transmit cultural values.

According to the theory of MLE, children develop autonomous learning skills through social interaction guided by a mediator (including Head Start and primary school teachers, instructional assistants, as well as parents). In COGNET this mediation focuses on 18 key variables are termed "Building Blocks of Thinking" and "Tools of Independent Learning" (Greenberg, 1990a).

> For example, a mediator using the COGNET Building Block of "Approach to Task" helps children learn how to systematically gather information, make a plan for working, control their expression of thoughts and actions, and understand why these factors are important in learning.

The COGNET instructional model incorporates five well researched conditions which MLE facilitates (Perkins & Salomin, 1989). These conditions have been found to be crucial in helping learners transfer thinking skills as well as knowledge. These include the following:

> (1) showing learners how problems resemble each other, (2) directing learners attention to the underlying goal structure of comparable problems, (3) making learners familiar with the problem domains, (4) encouraging learners to formulate rules and relate them to examples, and (5) placing learning in a social context where justifications, principles and explanations are socially fostered.

In the **COGNET School Program**, our instructional model emphasizes an atmosphere where product is **not** disconnected from process and the classroom serves as a "laboratory for learning" where children assist one another in exploring approaches to solving problems and understanding how to be successful in a given learning situation. In order to operationalize our model, three components are included in the COGNET program:

1. **Mini Lesson Plans--integrative curriculum materials designed to provide an understanding of Building Blocks of Thinking and Tools of Independent Learning.**

2. **TECHNET--a stimulating approach for cooperative learning involving computer activities that increase technological skills while emphasizing the need for testing theories.**

3. **Group Dynamic Assessment--a test/teach/test paradigm of assessment designed to provide a unique body of diagnostic information not available through traditional testing.**

Mini Lesson Plans assist school staff by providing basic information to share with children about the need for Building Blocks of Thinking and Tools of Independent Learning in specific learning situations and principles for their application. These integrative curriculum materials are intended to be used in conjunction with instructional activities selected by teachers and other educational staff. The Building Blocks and Tools become real to children as they discuss the effects of their own efficient or inefficient use in the present situation and then bridge to the need for them in other school, home, work and social settings.

TECHNET involves specific, empirically researched computer-based instructional activities (Shavelson, Winkler, Stasz, Feibel, Roby & Shaha, 1984). Software is integrated into the curriculum to emphasize both cognitive and basic skill goals. Computers are used in small groups, providing a collaborative atmosphere that research suggests reduces low--level errors and creates support for higher level thinking activities (Laboratory of Comparative Human Cognition, 1982). Through cooperative learning, opportunities are provided for peer oral explanations, elaboration of information being learned, personal reinforcement and feedback as well as peer accountability which, according to Male (1990), overcomes limitations of computers and individualistic learning. Guided by mediators, children interact with each other to connect events and build and test theories.

> For example, in the simulation software called "Oregon Trail," children work in small groups to derive principles for decision making which determine the level of success in making it through crisis situations as they travel in a wagon to Oregon. Mediators facilitate discussions for all groups to determine what

a given group did that made their theory more or less successful than others.

Group Dynamic Assessment focuses on determining how children change their performance of novel as well as academic tasks when a test/teach/test paradigm is implemented. Group Dynamic Assessment is adapted from Feuerstein's well established Learning Potential Assessment Device (Feuerstein, Rand, & Hoffman, 1979). In the teaching phase generic learning strategy principles are mediated. Resulting scores can be compared across and within students to determine how each child performed during each phase as well as the degree to which each child benefitted from mediation. Consequently, we can target children for more intensive and individualized mediation of how to learn as a prerequisite for academic improvement as well as determine which children need more intensive and individualized instruction.

In the **COGNET Parent Program** parents learn to help their children become independent learners. Essentially, parents reinforce the school program by extending the network into home and job situations in a concrete and direct manner. Parents learn how to involve their children in discussions regarding how Building Blocks and Tools are needed in such daily activities as grocery shopping, selecting clothes to wear and in social and domestic relationships. They are provided with a Parent Activity Book containing ideas for how each Building Block and Tool can be mediated in given activities.

Parents are encouraged to become involved with the school program in a variety of ways. Each local project works with a Parent Advisory Board to determine how parents will participate in the school program. This board holds regular meetings to facilitate this effort. Some sites have opted for more intensive involvement of parents by planning to hire one or more to work part-time at the school with the specific job of helping all parents become more involved in Follow Through activities.

Subjects and Setting for these Studies

Utilizing established quantitative and qualitative techniques, we documented important changes in children, teacher and parental behavior. Participants for these studies were located in two communities in the same school district in a rural part of the Appalachian region of east Tennessee. While the two communities are similar in many ways, there are some differences. The demonstration site community is more rural than that of the control site community, it is smaller, has lower per capita spending, and a lower level of post secondary education for adults living in the community.

COGNET Follow Through Impact on Children

The theory of MLE which is at the heart of COGNET predicts that children who receive this type of intervention should become increasingly more independent learners, more able to adapt to new situations and more active generators of new information, rather than passive recipients. Therefore, COGNET made four claims regarding impact on children receiving the program: (1) COGNET children will make greater gains in basic academic performance than control site children, (2) COGNET children will make greater gains in display of intrinsic motivation than control site children, (3) COGNET children will display greater gains in behaviors related to effective cognitive functioning than control site children, and (4) COGNET children will display differences from control children in such factors as grade retention, attendance and referral/placement in special education.

The evidence for impact on children is based on our analyses of three dependent variables: (1) Stanford Achievement Test total reading and math normal curve equivalent scores, (2) Maze Tasks of Intrinsic Motivation efficiency scores, and (3) Cognitive Functioning Variables observational ratings.

The final analyses were based on the performance of 60 children. Approximately half of this group received a minimum of two years of intervention while attending the experimental group school. The other children were of the same grade levels and attended the control school. Sixty percent of all child participants at both schools were selected on the basis of low income (determined by criteria for Free and Reduced Lunch) and previous attendance at a Head Start or similar preschool program. Another 40% were selected by teachers on the basis of learning problems and low income needs.

Gains in Basic Academic Performance

Appropriate levels of the Stanford Achievement Test were administered to all children in the categories described above prior to implementation of the program in the fall of 1988. At the beginning of the second school year, the test was administered to qualifying children who were new to the school. Then, in the spring of 1991, the appropriate levels of the Stanford Achievement Test were administered to all experimental site children who had received a minimum of two years of intervention (those in first, second, third, and fourth grades) and a similar size group and grade level number of qualifying children at the control site for whom we had baseline scores. For purposes of analyses, Normal Curve Equivalent scores (NCEs) were used. (NCEs are normalized standard scores with a mean of 50 and a standard deviation of 21.06 and are recommended for use in research projects conducted with funds from the U.S. Department of Education.)

The results of analyses on Stanford Achievement Test scores are displayed in Tables 1 and 2 and Figure 1. The means of total reading as well as total math scores for experimental group children prior to program implementation were near the 36th percentile. The control group's mean scores were near the 50th percentile in both reading and math. After two years of intervention, the COGNET experimental group's mean scores improved to almost the 56th percentile for reading and more than the 64th percentile in math while the control group's average scores remained near the 50th percentile for both reading and math. In other words, the COGNET children increased on average 22.04 NCEs in math and 14.78 NCEs in reading while the control group's NCEs gain was .20 for math and -.94 NCEs for reading. When math and reading mean gain scores were compared simultaneously for both groups, the difference was significant (MANOVA, $p < .01$). Mean gain scores were significantly higher for the experimental group compared to the control group for both reading (t-test, 1-tailed, $p <.013$) and math (t-test, 1-tailed, $p < .001$). In order to factor out the differences in starting points of the two groups, Gap Reduction analysis was conducted and confirmed the validity of these highly significant differences.

Gains in Display of Intrinsic Motivation

The Maze Tasks of Intrinsic Motivation, a research tool developed at Vanderbilt University, measures the efficiency with which children complete mazes correctly as well as the degree of internal need to complete a greater or lesser number of mazes. Children were given instructions on how to accurately draw lines in mazes and a choice of terminating the activity after the first, second or third maze. The efficiency score was determined on the basis of the number of correctly drawn line segments, divided by the total possible correct line segments for the mazes completed, divided by the number of seconds the child took to complete one or more mazes. (Incorrectly drawn lines touch or cross a maze line, make a turn in the wrong direction, and/or stop and start due to the child picking up the pencil before completing the entire line for a given maze.)

Average efficiency scores on the Maze Tasks of Intrinsic Motivation were similar for both groups before COGNET implementation and were higher for the experimental group after two years of intervention than for the control group. (See Table 1.) Indeed, the mean gain scores were significantly higher for the COGNET group (t-test, 1-tailed, $p < .021$). (See Table 2.)

Gains in Behaviors Related to Effective Cognitive Functioning

Twelve tasks, varying in need for verbal, nonverbal, reasoning and general knowledge requirements, were administered individually to children in an approximately 10 minute time period. Tasks administered to second and third grade children were similar but more complex than tasks administered to kindergarten and first grade children. Every qualifying child was video taped while completing the tasks prior to receiving the COGNET program as well as in the spring of 1991. Video tapes of these sessions were analyzed to determine the frequency of children's display of four efficient and four deficient cognitive functioning behaviors. (See Table 5 for definitions of the eight variables.) Observers rated the frequency of occurrence of each of the behaviors. Interrater reliability averaged 80.12 percent of agreement.

For the four efficient functioning behaviors, COGNET children's mean scores were higher in comparison to the control group after intervention. (See Table 3.) Significant differences were found between the groups on the combined variables for efficient cognitive functioning (MANOVA, $p < .016$). Specifically, the experimental group made significantly higher gains for "Seeks Clarification" (t-test, 1-tailed, $p < .049$), Affirms Statement" ($p < .045$), and Describes Plan ($p < .005$).

Parallel analyses of gain scores for deficient cognitive functioning variables examined in the same study indicated reduction in display of two of the four deficient behaviors for each group. (See Table 4.) There were no significant differences between groups.

Differences in Grade Retention, Attendance, and Referral/Placement in Special Education

Differences were measured in three "soft-sign" areas of grade retention and attendance. Numbers were too low for referral/placement in special education to determine differences.

The experimental school retained 10 children who were in the COGNET program while the control retained only one child. Criteria for and administrative policy regarding retention were, however, quite different at the two sites. In every case where COGNET children were retained, they made noticeable gains in classroom performance as measured by teacher grades and opinion regarding classroom behavior. Perhaps the reason the experimental group does not fit the national picture of negative effects of retention is that retention is not a social stigma in this and similar communities.

The mean differences between the experimental and control children was not significant during the first and second years of the study. However, the mean differences in absenteeism between the two groups was significant in a statistical sense (t test, 1 tailed = -2.340, $p = .020$). The experimental group had an average of 7.3 days absence and the control group and average of 8.95 absences.

COGNET Follow Through Impact on Teachers

Claims regarding impact of any intervention program utilized with children are dependent on the level of implementation of that program. Through daily/weekly teacher self reports, we have documentation that all trained teachers implemented the program components at a satisfactory or better level. Through the self reports we have a record of teacher implementation of COGNET program components including use of computers, cooperative learning and methods for teaching children how to learn. The heart of COGNET, however, is a particular type of adult-child interaction (MLE) which may occur at high levels for even untrained teachers.

Indeed, according to the theory of MLE the interaction behaviors are the proximal determiners of improved learning in children. Consequently, our claims about impact of the program are dependent upon more than level of implementation. These claims also are dependent on the relationships between those providing and receiving intervention. At the same time, we also must determine if our training procedures are effective in helping teachers interact with children in the classroom according to the principles of the theory of MLE. Our research efforts, then, have concentrated on examining changes in trained teachers and differences between trained and untrained teachers in the way they structure classroom interactions as well as their provision of MLE.

Twelve kindergarten through third grade teachers at the demonstration site and 16 at the control participated throughout the three years. Only one teacher subject at each site left a teaching position at the given school during the study. Staff at both schools were almost equal in the percent of teachers with masters degrees and the number of years experience in the classroom. Class size for teachers at each level were similar.

COGNET makes two claims regarding impact on teachers participating in the program: (1) COGNET teachers should be characterized after training as displaying a higher degree of MLE and a classroom structure based on dyadic interaction behaviors that are more closely related to the principles of the theory, (2) COGNET trained teachers should be characterized as displaying a classroom structure based on dyadic interaction behavior that is more closely related to the principles of the theory than untrained teachers.

Changes in Teachers Classroom Interaction Behaviors Before and After Training

We analyzed the middle five minutes of 10 minute video taped segments of classroom reading instruction. A pair of observers recorded a consensus rating for each variable. For purposes of this study, observational analyses were conducted on video segments taped prior to training as well as a second set taped at the end of the second year for both demonstration and comparison site teachers. The observational analyses were conducted using two separate classroom interaction scales.

First, the quality of MLE displayed was determined using the Mediated Learning Experience Observational Analysis System developed by Greenberg (1990b). (See Table 6.) For nine of 13 MLE variables, observers recorded the highest level of mediation that occurred in each one minute segment. For four other variables, observers recorded an overall rating for each segment. Percent of agreement for interrater reliability for independent pairs of observers averaged 85 percent.

Second, in order to determine interaction behaviors related to classroom structure, we utilized one component of Brophy & Good's (1969) Teacher-Child Dyadic Interaction system which codes occasions in which the teacher interacts with children individually in situations where other children are expected to be listening. (See Table 7.) Essentially, this analysis system measures the type of teacher question, the child's response, and sustaining and terminal teacher feedback. Percent of agreement for interrater reliability of ratings for independent pairs of observers averaged 90 percent.

Correspondence Analysis, a geometric approach to multivariate descriptive data analysis rediscovered recently in France by Jean-Paul Benzecri (Greenacre, 1984), was used to determine the relationships between variables on both scales. This technique was selected because it allows simultaneous consideration of multiple categorical variables, can show how variables are related, and is good for discriminating individual differences among subjects.

Figure 2 displays the relationship between specific classroom interaction behaviors and each of 11 COGNET teachers before as well as after training. Each number in the figure represents a given teacher. We have added letters beside teachers' numbers in the figure in order to provide information about the level of MLE provided by given teachers as determined through observational analysis. The letter "A" represents the highest rating level and "G" represents the lowest level of provision of MLE. The point at the end of each arrow reflects a teacher's position after training. The base end of the arrow reflects a teacher's position before training. The additional codes reflect the position of various dyadic interaction behaviors and are defined in Table 7.

Nine teachers increased their level of provision of MLE with four teachers increasing by three levels, three increasing by one level, and two increasing by two levels. One teacher remained at the same level and another decreased by one level.

Ten of the 11 teachers represented in figure 2 held a position in the third and fourth quadrants prior to training. Seven of these teachers moved to the first and second quadrants after training. Three other teachers moved in the direction of the first and second quadrants. One teacher moved slightly closer to other teachers but remained in quadrant I after training.

We are particularly interested in the movement towards quadrants I and II because the dyadic interaction variables that fell into those quadrants are precisely the behaviors which facilitate MLE while dyadic interaction variables behaviors positioned in quadrants III and IV represent behaviors which tend to interfere with provision of MLE.

Before training, teachers generally displayed characteristics which interfere with providing MLE. Questions asked required only short, recall answers or stating a choice for one given thing over another. Teachers most frequently called on children without giving them an opportunity to show a desire to respond. Children in general did not respond when the teacher called on them. Feedback generally was limited to providing answers.

In contrast, after training, seven teachers were characterized as asking questions requiring children to use higher level thinking. They gave children an opportunity to show a desire to respond or allowed them to call out answers. Children most frequently gave partially correct answers. Teachers were characterized as providing a variety of feedback including rephrasing the question or giving clues, telling children they were wrong, praising children, asking another child to respond and providing additional information.

The remaining four teachers shared similar characteristics after training including asking choice questions, receiving correct answers from children and providing feedback in the form of a new question. These characteristics tend to suggest a different type of lesson format than for the others.

Our claim that after training teachers would manifest a higher degree of MLE and dyadic interaction behaviors more closely related to the principles of the theory, is supported by these results. The behaviors characterizing most of the teachers after training are much more closely related to a classroom that creates an atmosphere of a laboratory for learning while prior to training these teachers frequently displayed very different behaviors. The laboratory atmosphere encourages mediated learning because children accept problems as opportunities for gaining insight into learning and are not afraid to offer partially correct answers. However, we also needed to determine if trained teachers were different from untrained teachers.

Differences Between Trained Teachers and a Comparison Group

In order to determine whether trained teachers are characterized as displaying dyadic interaction behaviors that are more closely related to the principles of the theory of MLE than a comparison group of teachers, we categorized teachers from both groups based on their MLE observational analysis scores. Correspondence analysis was conducted on the data derived for both trained and untrained teachers. Figure 3 displays the relationship between specific dyadic interaction behaviors and teachers from both groups separately according to five levels of use of MLE (1 = Lowest Level and 5 = Highest Level).

Untrained, control group teachers could be categorized into MLE levels 1, 2, 3, and 5. Trained teachers could be categorized into MLE levels 2, 3, 4 and 5. Considering this data alone we cannot discriminate clearly between the two groups. Indeed, MLE is a naturally occurring phenomenon and varies in quality across any group of teachers. However, when we see the correspondence between trained and untrained teachers at each level of MLE and dyadic interaction behaviors we can find several differences.

Only trained teacher groups appear on the right side of Figure 3 and only untrained on the left side. Untrained level 3 teachers and Trained level 2 teachers are the only groups who share characteristics of dyadic interaction. In that case, the untrained teachers displayed a higher level of MLE than the trained.

In Figure 3 some codes appear in bold, indicating quality is greater than 35. This is important to note because a variable which has low quality is not well represented in the two dimensions or axes. Untrained teachers at the two lowest levels were generally characterized as asking questions requiring recall answers and calling on children without giving them an opportunity to show a desire to respond. These teachers provided a variety of feedback. In contrast, trained teachers at levels 3 and 4 generally asked questions requiring higher level thinking or requiring children to make a choice, allowed children to call out answers, and rephrased questions. The characteristics of the other groups of teachers cannot be explained by the axes represented in Figure 3.

These results support the claim that differences exist between trained and untrained teachers in the way they structure interactions in the classroom. In addition, a shared level of MLE for trained and untrained teachers does not result in shared characteristics. For the four groups of teachers where general profiles can be determined, trained teachers displaying higher levels of MLE also display classroom interaction behaviors which are more in line with the principles of the theory than untrained teachers displaying lower levels of MLE.

COGNET Follow Through Impact on Parents

Claims regarding impact of the COGNET program are not limited to effects on children and teachers. Impact on parents is expected as well. COGNET makes two claims regarding impact on parents: (1) COGNET parents should report an impact of the program on both themselves and their children and (2) COGNET parents should display different attitudes than control site parents about their role in helping their children be successful in learning experiences.

Parents' Impressions of COGNET

Parents of children at the experimental school were asked a series of questions about the COGNET program and their perceptions regarding its effects on themselves personally as well as on their children. According to the parents interviewed, COGNET made an impact on their lives personally as well as on the lives of their children.

COGNET parents stated that the program helped them understand their children. It helped them work with their children in both school related and home related activities and problems. It also helped them "understand what teachers are doing at school." They reported that COGNET influenced their children. "It makes it (school) more interesting and she loves challenges that the teacher gives so well." COGNET has also made school "easier." Parents believed as well that COGNET made the teachers better teachers. "I see a difference in the teachers that use COGNET training." Also, according to these parents, COGNET helped them by making support services, such as medical and dental services, available. "It has helped to get a lot of dental work done."

The parents reported using the Building Blocks of Thinking and Tools of Independent Learning that they learned in their COGNET training. Indeed, the parents who received training used the actual terms for the Building Blocks and Tools when they talked about their children and the learning process. They mentioned many times the importance of "completing the task" and "the importance of making a plan." They described using the Building Blocks with special problems such as "taking control of your actions and slowing down to complete homework." One parent described using the Building Blocks with her child and "his special problem." She "reinforces the Building Blocks at home." Parents were also glad that they were familiar with school terms and "could apply them" at home.

All parents stated that they had used the Parent Activity Book that had been provided them during COGNET Parent Workshops. One parent used it from the beginning. Other parents mentioned using it for grocery shopping, cooking, learning to make a bed, planting flowers and vegetables. Another stated that "COGNET helps with math." Parents reported that they used COGNET also in making a plan before starting a task.

The parents gave very specific examples of how they used the Parent Activity Book. One parent discussed making a plan for gardening and then discussed in detail the elements of the plan. She stated it is necessary to understand "the importance of preparing the soil and planting the seed, watering and keeping the weeds pulled out." Another parent stated, "I find the Building Blocks very helpful in every day living."

At the conclusion of the parents' involvement with the COGNET project, they reported only positive experiences. For some their first contact with the project, a letter from the school, was not so positive. Many were "doubtful" and several were "doubtful of the success, but were willing to give it a chance." Others were "excited" and "willing to try it" from the outset.

Those who were involved in the parent training felt that all components of the program were beneficial. They spoke of the success of the COGNET Parent Workshops and talked about how it changed their understanding of school and their interaction with their children. They also believed that the program "should continue to provide the medical and the dental services." Several of the parents mentioned that "we could have not afforded" these services otherwise. For parents who did not participate in the parent training, the services were of most importance. However, many of these parents wished later that they had participated in the parent training.

Parents were enthusiastic in their support of COGNET. They wished that they could continue with the program hoping for a "COGNET II" so that they "could continue on to learn more until there is nothing else to learn." They believed that "all grades should have it" and that "it should be in every school in the state." They recommended to other parents to "sign up in a minute," and stated that they would tell other parents "it is the most worthwhile time you can spend for your child and yourself." One parent summed up the parent reactions very nicely, saying COGNET "brings you to your child's level and shows you how to handle the child's problem without doing it for them. It lets you see your child grow and you grow with them."

Differences Between Experimental and Control Parents

Differences were observed between those parents of children receiving COGNET and those not receiving COGNET. The parents of COGNET children responded differently than did the parents of control students concerning why they wanted their children to go to school, how teachers should approach a task, and if parents make a difference in how their children learn. They also explained before school, afternoon and evening routines differently. In addition, they had differing descriptions of how they helped their children with problems and what kind of new learning situations their children had experienced.

1. Both COGNET and non-COGNET parents wanted their children to go to school to receive a good education and to learn to get along with others. COGNET parents, however, also connected going to school with the possibility of "good employment" and associated school with jobs.

2. The COGNET parents reported their children's enthusiasm for working with the computers. This was a common element in all the responses. The non-COGNET parents did not discuss the use of computers and did not have a common element in the responses. They told of their children discussing "new words" learned in reading and "telling how they play games."

3. When asked if and how teachers should get children to think about ways to approach a task, the COGNET parents provided more specific information about things that teachers could do such as "discuss the task," "give the children time to think," "give examples," "be with them every step," and "teach them to organize." While the non-COGNET parents did not discuss steps in specific detail, they did stress the importance of "knowing the end product" and providing motivation.

4. COGNET parents believed that parents can really make a difference in how their children learn. They discussed specific ways that they could help, including techniques of helping and ways of motivating. Some of the non-COGNET parents suggested specific ways, but also responded "not without training" and "parents can make a difference - I don't know that they do."

DISCUSSION

The results of the studies we completed in the first three years of COGNET Follow Through reflect a highly positive impact on children, teachers and parents. The program met needs of the community in which the research took place. We believe there are two overall explanations for this success: (1) the linkages that occur within and across the Follow Through program and (2) our use of a coherent approach based on a valid theory. This section of the research report will discuss each of these explanations as well as constraints on the studies.

Linkages

The federal government has created a dynamic, nationwide laboratory for educational change and innovation in Follow Through. The National Follow Through network of sponsors and schools provides visible solutions to diverse educational problems and practical tools for applying these solutions in communities everywhere. What is responsible for this success? We believe that the answer lies in linkages--in collaborative efforts and the sharing of expertise among researchers, curriculum development specialists and those on the line in local schools as well as parents who truly know the whole child. Follow Through models are effective because they design and implement programs under real conditions. As a result, Follow Through can provide answers to critical questions facing local and state education agencies throughout the nation.

COGNET has become a part of a linkage that allowed the model to benefit from 24 years of Follow Through experience in bringing about substantial and lasting improvements in the ways schools educate young children. Indeed, all Follow Through models are strengthened by a shared vision of not just where we need to go but how to get there. For example, at one of the National Follow Through Association's meetings 15 Parent Involvement Coordinators, most of whom had been a part of Follow Through for more than 20 years, shared proven methods for effective parent involvement. As a result, it was not necessary for COGNET to reinvent the wheel. Instead, local educators took these ideas and adapted them to meet the needs in their own communities and applied them to our education model.

Follow Through believes linkages are crucial if we are going to meet the needs of today's children. In fact, we believe they are responsible for the proven effectiveness of a wide range of Follow Through education models. These linkages occur at many levels, including within each model.

The Follow Through program creates a unique three-way partnership of local and state educators, research and program development sponsors, and parents who work together for program improvement. Grants are awarded to local education agencies in partnership with grants to research institutions which serve as sponsors. As a result, researchers and communities have been able to bridge the gap between educational theories and research findings on the one hand and practical educational services to children and families on the other.

Through this linkage, school staff and sponsor staff work together to design, test and prove the effectiveness of specific education models with real children, parents, and educators all over the United States in urban and rural settings, on Indian Reservations and in bilingual communities. In the COGNET Follow Through model, Support Teachers and Social Workers from each demonstration site meet together regularly with Sponsor staff. Each practioner shares his or her successes as well as problems and offers encouragement and ideas for refining various practices. Sponsor staff facilitate this process while sharing successful methods used in other schools implementing our model and guiding discussions to assure that the underlying belief system of the model is not lost as methods of implementation are refined.

Based on linkages with teachers and administrators implementing COGNET, we found that many teachers needed to change the types of activities in which they engage their students. It is difficult to learn how to learn when you are most frequently being asked recall level questions. As these teachers gained an understanding how one become's an independent learner, they wanted to change the activities in their classrooms but did not know how. As a result, we added cooperative learning and a set of procedures for integrating computer problem solving activities into the COGNET model. We have found that the learning to learn concepts of the program enhance the cooperative learning and computer activities as much as they create an atmosphere that assists children in operationalizing the learning to learn concepts.

Parents are a critical member of the three way linkage. A basic belief of Follow Through is that parents have both the right and responsibility to share in their children's education. As a result, parents are decision makers, teachers, and advocates in the education of their children. They participate on Parent Advisory Boards, making decisions about the nature and operation of the project. They build community support for the Follow Through program. They participate in workshops to learn how to reinforce classroom instruction with their children at home, to learn how to assist as volunteers or paraprofessional aides in Follow Through classrooms, and to gain knowledge about community services, career opportunities and basic parenting skills.

COGNET also benefits by sharing three service components with all Follow Through models. Today, most education reformers are calling for inclusion of all three if we are to truly meet the needs of children at-risk. They include the following: (1) a comprehensive full-day instructional program for the regular classroom that focuses on prevention rather than remediation; (2) comprehensive health, social, nutritional and psychological services for qualifying children and family members, including literacy and basic education so that we can

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serve the whole child; and (3) parent involvement activities that enable parents to take part in their children's education and participate in decision making about the communities' Follow Through Program.

In addition, COGNET incorporates six critical variables for effective program improvement which have evolved through 25 years of Follow Through efforts. They include the following:

1. A coherent educational approach based on a valid theory or belief system.
2. Documentation of methods and careful study in a variety of settings.
3. A training system which assists in transfer of the approach and helps staff with implementation.
4. A monitoring system to determine level of implementation.
5. An assessment system of child outcomes to evaluate the results.
6. Active parent involvement.

These variables allow developers of education models to form more careful linkages with local educators and assure success of programs. Perhaps the least well understood variable is the first. The COGNET program is a good example of why it is important to base educational programs on a valid theory or belief system, particularly when dealing with the problems in America today.

Use of a Coherent Approach Based on a Valid Theory

In teaching children how to learn, COGNET focuses on the role culture plays in cognitive development. Many American students do not appear to be able to learn as they should. The problems are almost certainly related, at least to some degree, to alienation between teachers, students, parents and their respective cultures. In other words, the perceived needs of society and the real needs of children are in conflict and bear directly on the dynamic system between teacher and students. The data on performance of students by race/ethnicity clearly points this out. (See the Nation's Report Card, 1989). But culture and alienation and learning problems are immense subjects.

In order to assure success in programs dealing with such problems, it is crucial that we rely on theories which accommodate central aspects of the problem. The theory of MLE which underlies COGNET is sensitive to the effects of culture, cultural alienation, and the dynamic system of adult/child interactions on learning.

We can observe MLE through the traditional practice of Navajo grandparents when they decide to teach their grandchildren how to make a basket. They help the children discriminate among plants and to choose the appropriate yucca plant. Then, over perhaps 12 days, they teach the children how to shred the yucca plant into strips, how to bend the strips into place, how to follow the traditional rules for coiling and making the design of the basket. As they teach, they question the child about the rules for basket making, pointing out that the reasons behind the rules relate directly to Navajo beliefs about the world and one's connectedness to it. As the grandparents guide the interaction MLE occurs and, as a result, children gain a new level of understanding and over a period of time build a new, enlarged needs system. Contrast this with the approach of a single parent with little money and much stress--where the focus is only on the final product and children receive no help in understanding why and how things are done in their culture.

The example demonstrates a high level of naturally occurring MLE. However, if this mediation is based on values different from those at school, alienation can occur between teacher and student. In other situations, when parents and/or grandparents lose touch with cultural values, they do not provide the quality of MLE needed for children to become effective learners. When children from these families enter mainstream culture schools they do not respond as teachers expect and alienation often occurs.

Through understanding of the theory of MLE, we can explain why cultural alienation often results in learning problems. As a result, we were able to develop a coherent program which deals with every aspect of this problem. Our goal is to help teachers and parents understand the importance of pride in one's own culture and respect for the culture of others. At the same time, we have developed methods for explicitly teaching children how to learn through the use of focused MLE so that they can reach a level of independent learning that otherwise might not occur. Without a coherent theory underlying our model, we would be floundering in the dark and guessing at how to overcome this problem.

The results of these studies offer powerful encouragement to continue research on the COGNET education model. Some constraints on these studies, however, indicate new directions for future research.

Constraints

Our present studies did not allow us to determine which of the program components actually are responsible for the impact we observed on children. We cannot state yet the relative importance of health and social services nor explain how the TECHNET computer/ cooperative learning activities integrate with the basic program. The research studies completed on teacher changes, however, indicate that the classroom structure was a key difference between experimental and control classrooms, regardless of specific activities implemented. The research study completed on parents tends to reinforce the impact of the focused MLE program.

Although every effort was made to assure independent, blind collection of data, this was not possible in every situation. Teachers were involved in test administration, for example. Research assistants were aware when they were in the experimental versus the control school. However, observational data analyses as well as hand scored tasks were conducted in a random fashion with subjects from both sites mixed together.

Perhaps the most serious need in future studies of the COGNET education model is to include a much larger number of subjects as well as a wider variety of ethnic groups and types of school settings. If the impact of COGNET documented in this report can be generalized across such variables, then we will have demonstrated the importance of the theory of MLE in meeting the needs of at-risk children in today's schools.

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TABLE 1. MEANS AND STANDARD DEVIATIONS FOR READING, MATH, AND MAZE TESTS

		CONTROL GROUP			EXPERIMENTAL GROUP		
VARIABLE		PRE	POST	GAIN	PRE	POST	GAIN
Stanford Test							
Reading	N	29	29	29	29	30	29
	$\bar{X}$	49.63	48.68	-.94	39.11	54.04	14.78
	SD	15.41	18.99	18.85	19.15	13.91	17.82
Math	N	29	28	28	29	30	29
	$\bar{X}$	50.17	50.10	.20	39.36	60.82	22.04
	SD	16.64	16.58	18.66	21.57	19.03	23.90
Maze Test	N	23	23	23	40	40	40
	$\bar{X}$	.003	.010	.006	.005	.020	.015
	SD	.008	.015	.014	.008	.021	.017

NOTE: Means and Standard Deviations of Reading and Math were calculated from normal curve equivalents. Means and standard deviations of Maze tasks were from raw scores representing efficiency indices.

TABLE 2. RESULTS OF T-TEST, MANOVA, AND GAP REDUCTION ANALYSIS FOR GAIN SCORES FROM READING, MATH, AND MAZE TESTS

VARIABLE	T-TEST	MANOVA	GAP REDUCTION
Reading	$t(56) = 2.281$ $p < .013$	Wilks' Lambda = .780	.965
Math	$t(56) = 3.264$ $p < .001$	$F(2,54) = 7.629$ $p < .001$	1.296
Maze	$t(61) = 2.074$ $p < .021$	-	-

NOTE: Maze Test was not included in MANOVA. Gap reduction analysis was not performed for the Maze tasks.

TABLE 3. MEANS AND STANDARD DEVIATIONS FOR EFFICIENT AND DEFICIENT COGNITIVE FUNCTIONING VARIABLES

VARIABLE		CONTROL GROUP PRE	CONTROL GROUP POST	CONTROL GROUP GAIN	EXPERIMENTAL GROUP PRE	EXPERIMENTAL GROUP POST	EXPERIMENTAL GROUP GAIN
EFFICIENT FUNCTIONING							
Voluntary	$\bar{X}$	.78	2.48	1.70	1.60	3.15	1.55
Comments	SD	1.09	3.99	3.39	2.38	3.96	3.82
Seeks	$\bar{X}$	.96	.57	- .39	.68	1.08	.40
Clarification	SD	1.22	.99	1.47	1.40	1.53	1.96
Affirms	$\bar{X}$	14.04	14.87	.83	14.85	18.42	3.58
Statement	SD	4.93	3.81	4.62	4.15	6.49	6.80
Describes	$\bar{X}$	2.22	4.61	2.39	1.92	6.48	4.55
Plan	SD	2.17	2.78	3.46	1.70	2.50	2.77
DEFICIENT FUNCTIONING							
Off Task	$\bar{X}$	.70	1.13	.43	.45	.23	-.23
Behavior	SD	1.52	3.75	3.31	.93	.73	1.14
Impulsive	$\bar{X}$	.52	.91	.39	.38	.68	.30
Behavior	SD	1.16	1.41	1.44	.67	1.07	1.29
Failure To	$\bar{X}$	3.87	3.30	- .57	2.65	3.20	.55
Respond	SD	5.40	4.13	4.29	2.93	4.12	4.56
Don't Know	$\bar{X}$	5.43	3.00	-2.43	2.80	2.53	-.28
Response	SD	6.75	2.66	6.21	3.05	2.05	3.43

TABLE 4. RESULTS OF T-TEST AND MANOVA FOR GAIN SCORES FROM EFFICIENT AND DEFICIENT COGNITIVE FUNCTIONING VARIABLES

VARIABLE	T-TEST	MANOVA
EFFICIENT FUNCTIONING		
Voluntary Comments	$t(61) = -.152$ $p > .440$	Wilks' Lambda = .813 $F\ (4,58) = 3.340$ $p < .016$
Seeks Clarification	$t(61) = 1.682$ $p > .049$	
Affirms Statement	$t(61) = 1.721$ $p > .045$	
Describes Plan	$t(61) = 2.714$ $p < .005$	
DEFICIENT FUNCTIONING		
Off Task Behavior	$t(25) = -.924$ $p > .183$	Wilks' Lambda = .903 $F\ (4,58) = 1.556$ $p > .198$
Impulsive Behavior	$t(61) = -.26$ $p > .398$	
Failure to Respond	$t(61) = .955$ $p > .172$	
Don't Know Response	$t(29.9) = 1.539$ $p > .067$	

TABLE 5. DEFINITIONS OF EFFICIENT AND DEFICIENT COGNITIVE FUNCTIONING VARIABLES

VARIABLE	DEFINITION
Efficient Functioning Voluntary Comments:	Child makes unsolicited references to his/her performance
Seeks Clarification:	Child asks questions related to request for performance
Affirms Statement:	Child is responsive to statements about the process involved in performing
Describes Plan:	Child makes a statement regarding the process used to complete the task
Deficient Functioning Off Task Behavior:	Child engages in activities which reflect lack of attending to the task and/or administrator
Impulsive Behavior:	Child begins task before administrator completes instructions
Failure to Respond:	Child does not perform task and/or answer questions asked by administrator
Don't Know Response:	Child shrugs shoulders or states "I don't know"

Table 6
Mediated Learning Experience and Question Dyad Interaction Variables for Analysis

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Mediated Learning Experience Variables for Analysis

Intentionality - the degree to which the mediator deliberately guides the interaction in a chosen action.
Contingent Responsivity - the degree to which the mediator responds verbally or nonverbally to the children's behavior in a timely and appropriate manner (Lidz, 1989).
Transcendence of Domain Specific Knowledge - any transcendent connection between the content of the given domain and the content of some other domain.
Subjective Meaning - any verbal expression of a degree of worth that exists in the mediator's mind.
Affective Meaning - any nonverbal expression of affective engagement of the mediator with the children (Lidz, 1989).
Mediation of Self-regulation - any means the mediator employs to assist children in controlling their approach to a given activity.
Transcendence of General Strategic Knowledge - any transcendent connection between the given domain and cognitive processing of that domain.
Objective Meaning - any verbal expression of a degree of worth or significance in which a connection is made to actual features and characteristics of some aspect of the domain.
Task Regulation - the quality of intervention provided by the mediator to a child who displays difficulty in the given situation (Lidz, 1989).
Praise/Encouragement - the quality of comments made by the mediator to inform children that their performance was good (Lidz, 1989, adapted).
Mediation of Goal Directedness - the degree to which the mediator helps children think in terms of a goal or purpose (Lidz, 1989, adapted).
Reciprocity - the level of receptivity of the child to the mediational intentions of the mediator (Lidz, 1989).
Level of Thinking Elicited from Children - the degree of higher or lower level thinking required from the children as they respond to the mediator's intent.

Table 7
Question Dyad Interaction Variables for Correspondence Analysis

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Response Opportunities - public moments in which the child answers a question asked by the teacher. There are four types of questions that the teacher may ask.

CDR	**Direct Question** - when the teacher asks a question of a child who has not sought the opportunity to respond.
CCP	**Open Question** - the teacher asks a question, waits for students to indicate a desire to respond, and then calls on a student.
CCA	**Call Out** - when a child not called upon calls out an answer.
NCC	**Number of Children** - how many children with whom the teacher interacts.

Level of Questions - the type of response demand that is presented to the student. It refers to levels of questions and types of questions.

QPC	**Process Questions** - require the child to apply, analyze, synthesize, or evaluate.
QPR	**Product Questions** - request a single answer that is short and uncomplicated.
QCH	**Choice Question** - the child is given the opportunity to choose between responses when asked.
QSE	**Self-Reference** - provides the student the opportunity to describe personal preferences and experiences.

Child's Answer - this measures the correctness of the child's response.

APO	**Correct Answer** - child answers to satisfy the teacher.
APN	**Part Correct** - the answer is correct but it is not complete.
ANE	**Incorrect Answer** - the teacher responds as if the answer is wrong.
ANR	**No Response** - child does not respond.

Terminal Feedback Reaction - this unit scores the teacher's feedback reaction that ends the unit of interaction.

FPP	**Praise** - teacher evaluation of answer beyond simple affirmation.
FAF	**Affirmation of Correct Answers** - teacher indicates that response is acceptable.
FO	**No Feedback Reaction** - teacher does not respond to the child.
FNW	**Negation of Incorrect Answers** - simple feedback that answer is wrong.
FPC	**Process** - provides additional information concerning the question or response.
FGA	**Gives Answer** - tells the child the answer.
FAO	**Asks Other** - requests another child to respond to the question.
FCA	**Call Out** - another child call out the answer.

Sustaining Feedback Reaction - designed to continue interaction with the child.

SRE	**Repeats the Question** - allows the child the opportunity to respond again.
SRC	**Rephrase or Clue** - helps the child with a second response.
SNE	**New Question** - continues the dialogue.

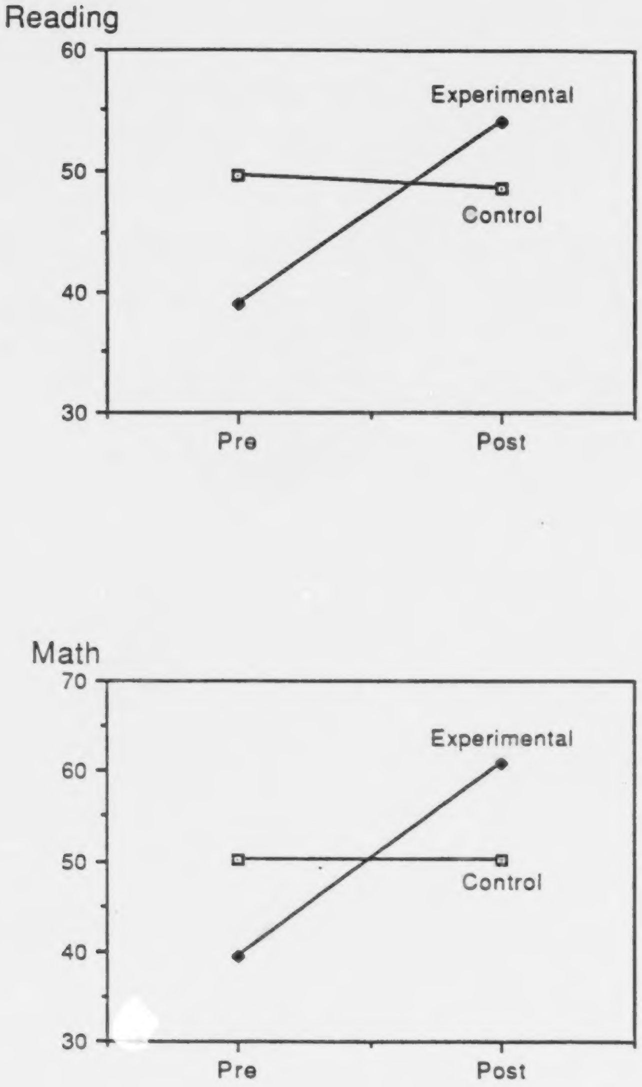


Figure 1. Pre and post Stanford Achievement Test scores for control and experimental group children.

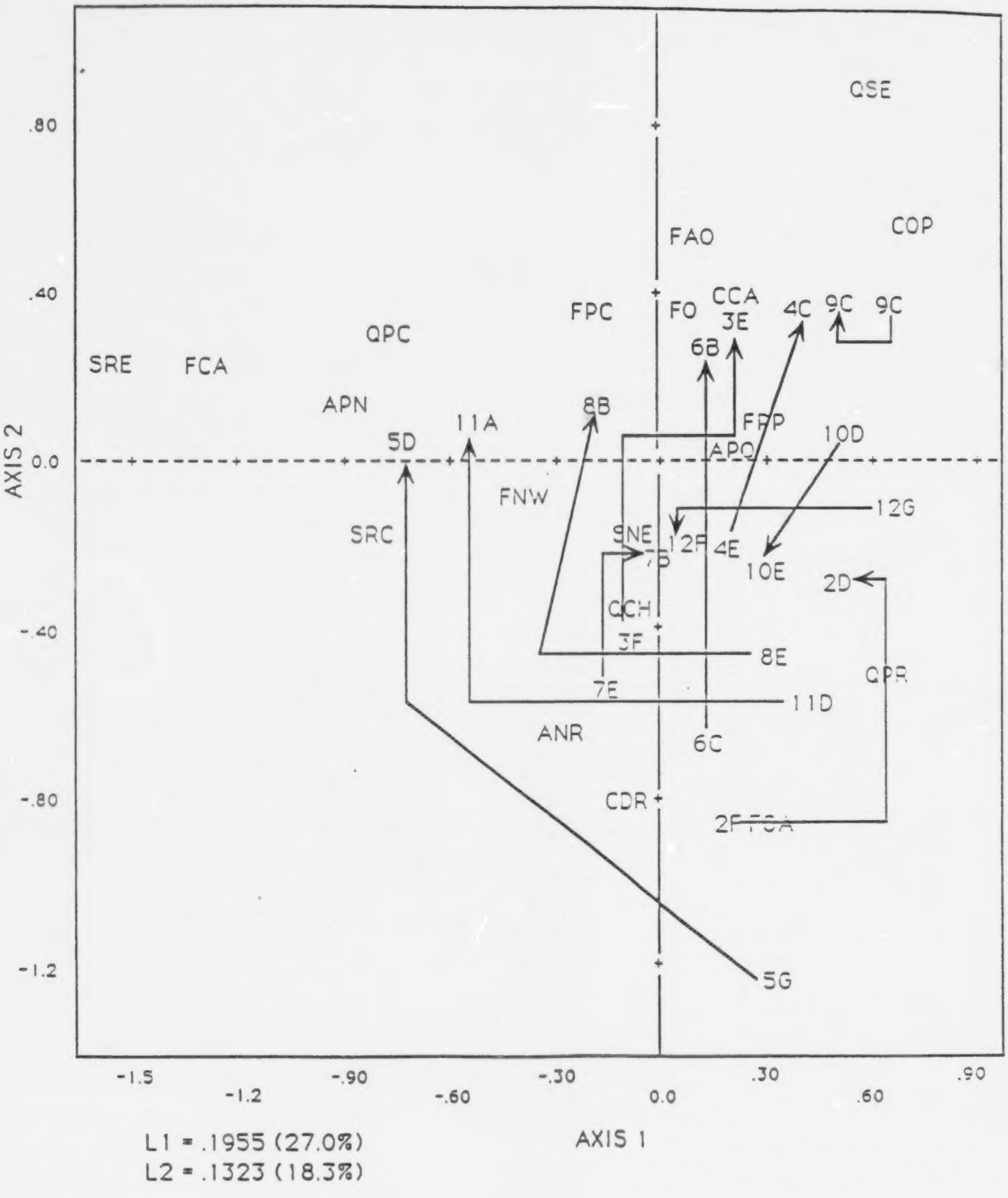
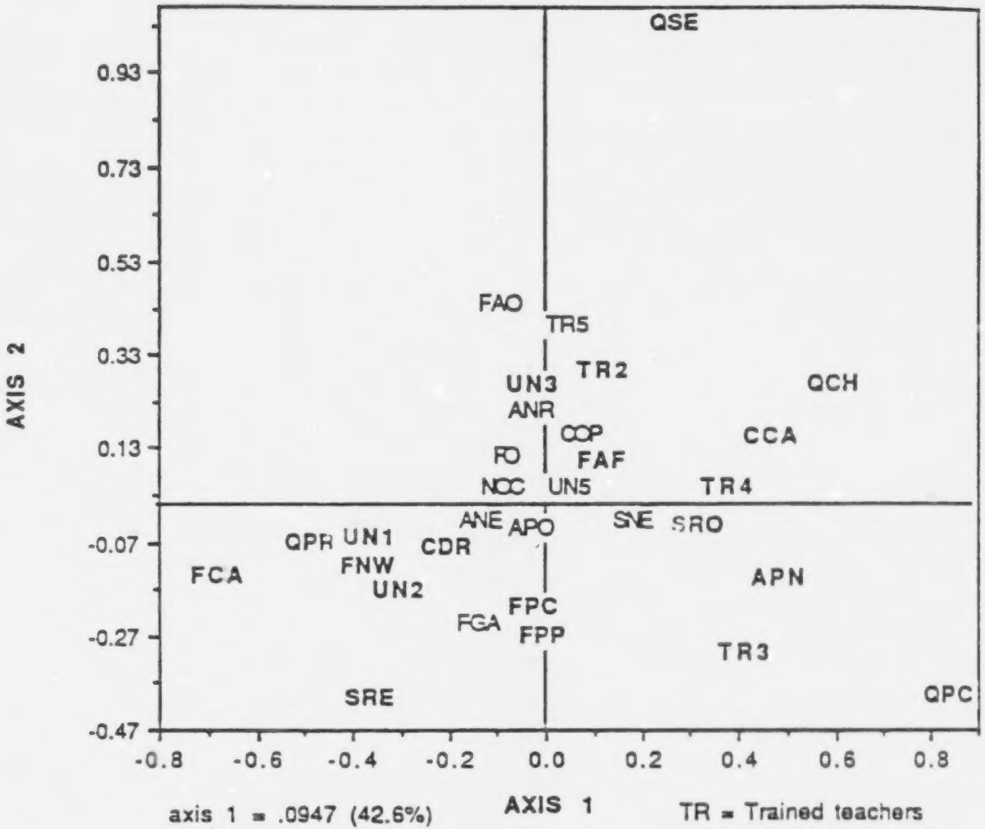


Figure 2. Teacher's use of Mediated Learning in relation to Question Dyadic Interaction Behaviors before and after training.



axis 1 = .0947 (42.6%)
axis 2 = .0419 (18.9%)

TR = Trained teachers
UN = Untrained teachers

Figure 3. Correspondence between level of MLE and Question Dyad variables

Note 1: Bold face means quality is greater than .35.
Note 2: See Table 2 for definitions of question dyad variables coded in this figure.

Individuals with Disabilities/ Education Act Impact on Transition Early Childhood Transition

by Peggy Stephens

Early Childhood Transition

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EARLY CHILDHOOD TRANSITION

Transition is the term used to describe the movement of a child and family out of one program and/or into another. By definition, it happens for every child and family as they enter and exit the early childhood programs. Because this transition is inevitable, the choice is not whether or not transition is done, but rather how well it is done. Transition involves change for families and children and the agencies and staff who serve them. Change for anyone or any organization is usually stressful, even when the change is positive. Planning effectively for the changes inherent in transition can help to minimize stress for all concerned and increase the likelihood of a successful transition process as children and families move out of infant and toddler services, into and out of preschool services, and into primary school services. (Allen & Conn-Powers, 1991; Byrd, Dyk, Perry, Rous & Stephens, 1990; Fowler, 1988; Fowler, Hains, & Rosenkoetter, 1990; Gallagher, Maddox, & Edgar, 1984; Huntinger, 1981; Rice & O'Brien, 1990; and Sanford & Mathers, 1988).

THE TRANSITION PROCESS - AN OVERVIEW

Effective transition procedures are "the glue" that holds together the various procedures for identification, location, evaluation and placement as children their families move into or out of an agency or program. As such, transition is a process...not a single event. Supported by conclusions of Allen & Conn-Powers (1991), Byrd et al (1990), Fiechtl, Rule, & Innocenti (1989), Fowler (1988), Hains, Fowler, & Chandler (1988), Gallagher et al (1984), Huntinger (1981), Johnson, Chandler, Kerns, & Fowler (1986), and Sanford & Mathers (1988), essential components of a successful transition process include:

- Administration
  - interagency coordination
  - written transition procedures between sending and receiving agencies or programs
- Staff Development
- Family Involvement
- Child Preparation

This document discusses the process of transition as it relates to (1) legal requirements, (2) common points of transition, (3) interagency coordination and administration, (4) staff development, (5) family involvement, (6) child preparation, and (7) keeping transition in perspective.

TRANSITION LEGAL REQUIREMENTS

Transition procedures are not only recommended as "best practice". They are also required by law (Federal regulations under PL 99-457 [34 CFR 303.344]).

34 CFR 303.344 (Content of IFSP [Individualized Family Service Plans]) requires:

"(h) *Transition at age three.*

(1) The IFSP must include the steps to be taken to support the transition of the child, upon reaching age three, to -

(i) Preschool services under Part B of the Act, to the extent that those services are considered appropriate; or

(ii) Other services that may be available, if appropriate.

(2) The steps required in paragraph (h)(1) of this section include-

(i) Discussions with, and training of, parents regarding future placements and other matters related to the child transition;

(ii) Procedures to prepare the child for changes in service delivery, including steps to help the child adjust to, and function in, a new setting; and

(iii) With parental consent, the transmission of information about the child to the local educational agency, to ensure continuity of services, including evaluation and assessment information required in 303.322, and copies of IFSPs that have been developed and implemented in accordance with 303.340 through 303.346.

Note 4 (in the federal regulations): It is important for the lead agency to take steps to ensure a smooth and effective transition of children eligible under this part to special education and related services under Part B of the Act. This is especially critical if the lead agency and the State educational agency (SEA) are not the same agency in a State. In this situation, agreement between the two agencies regarding the responsibilities of each agency during the transition period is very important. Agreements could be in the form of existing or new interagency agreements. Examples of important areas that might be addressed in such agreements include the following:

1. The assignment of financial and other responsibilities during transition, including the
   (a) performance of evaluations,
   (b) development of individualized education programs (IEPs) that meet the requirements in 34 CFR 300.340 through 300.349, if appropriate, and
   (c) provision of services on a continuous, uninterrupted basis.
2. Procedures to ensure a smooth transfer of responsibilities from local service providers to local educational agencies (LEAs), including any requirements for continued services under this part that are the responsibility of the LEAs.
3. Other provisions necessary to ensure effective transition of children under this part to preschool services under Part B of the Act. Agreements that are made between the two agencies need to be flexible enough to ensure that gaps in services will not occur."

COMMON POINTS OF TRANSITION

Transition can occur at various points and for various reasons during the birth through 5 years age span. Common points of entry and exit include:

Transition Into Early Intervention Services for Infants and Toddlers with Developmental Delays and Their Families:

Age: Prior to 3 years of age

Previous services in

- No services
- An early intervention agency (e.g. in case of family move)
- A setting in which no early intervention services have been provided (although the child and family may have been accessing other child care, social, or health/medical services)

Referred for services by

- The child parent(s)
- An early intervention agency
- Another agency or individual (e.g. physician, hospital, health department, social services agency)

Referred for services because

- Referring source suspects child may have a developmental delay and need early intervention services
- Child receiving early intervention services from one agency but determined to need another service through another agency as a result of revision of the Individualized Family Service Plan (IFSP)
- Child currently served but moves from one community or service area to another

Transition Out Of Early Intervention Services for Infants and Toddlers with Developmental Delays and Their Families:

Age: 3 years of age or a younger age because of parental choice or because a child has been determined to no longer be eligible for or require early intervention services

Referred for exit by

- The child's parent(s)
- An early intervention agency

Referred for exit because

- Parent choice, e.g. The parent prefers the child no longer participate, family move, etc.
- Child reaching age 3
- Child suspected to meet criteria for exit from early intervention (e.g. child's progress is such that child's needs no longer meet state requirements for eligibility for early intervention services)

Being referred to(if parent so requests):

- No services
- Preschool services provided through the public schools for children with disabilities if child has reached age 3 (child is eligible on 3rd birthdate)
  - special education and related services in the least restrictive environment
  - if available, regular education programs with no special support services
  - if available, regular education programs with non-special education support services
- Services other than "special education" services such as public or private preschool, Head Start, child care, social, or health services either
  - in addition to or as part of public school referral,
  - because child has met criteria for exit from early intervention services but is not yet age 3, or
  - because child is age 3 but has been determined not to meet criteria for public school preschool services for children with disabilities.

Transition Into Preschool Services Provided Through the Public Schools for Children with Disabilities:

Age: 3 years of age or an older age (prior to primary school age). By federal legal interpretation, the child is eligible on 3rd birthdate no matter when that birthdate occurs during the year.

Previous services in

- An early intervention agency for infants and toddlers with developmental delays
- A preschool program provided through another public school (in the case of family move)
- A setting in which no early intervention or special education services have been provided (although the child and family may have been accessing other child care, social, or health services)

Referred for services by

- The child parent(s)
- An early intervention agency for infants and toddlers with developmental delays
- Another agency or individual

Referred for services because

- Previously determined to be developmentally delayed and has been participating in early intervention services
- Previously determined to be at-risk through an infant and toddler program and being tracked as such and (at parent request) may now need to be evaluated for possible disability and eligibility for preschool services for children with disabilities
- Previously determined to be developmentally delayed but met criteria for exit from early intervention services which may now need to be reviewed (at parent request)
- Referring source suspects child may have a disability which requires special education and related services
- Child currently served but moves from one community or service area to another

Transition out of Preschool Services Provided Through the Public Schools for Children with Disabilities:

Age: primary school age or younger because of parent choice or because child has been determined to no longer need special education and related services

Referred for exit by
- The child's parent(s)
- The preschool program made available to the child through the public school

Referred for exit because
- Parent choice, e.g. the parent prefers the child no longer participate, family move, etc.
- Child reaching primary school age
- Child suspected to no longer need special education and related services

Being referred to (if parent so requests):
- No services (if child below public school compulsory school age)
- Public school services if child has reached primary school age:
  - regular education programs with no special support services
  - regular education programs with non-special education support services
  - special education and related services in the least restrictive environment
- If child exits and is not at primary school age , referral may be made to a setting in which no special education and related services are provided, but other services are available such as public or private preschool, Head Start, child care, social, or health services)

Transition into Public School for Children at Primary School Age:

Age: primary school age

Previous services in
- An early intervention agency
- A preschool program for children with disabilities provided through the public schools
- A setting in which no early intervention or special education and related services have been provided (although the child and family may have been accessing other public or private preschool, Head Start, child care, social, or health services)
- An agency which has tracked the child as being at risk and (at parent request) may now need to be evaluated as child reaches the primary school age

Referred for services by
- The child parent(s)
- A preschool program for children with disabilities provided through the public schools
- Another agency or individual

Referred into public school because
- Child has reached primary school age

Being referred to
- regular education programs with no special support services
- regular education programs with non-special education support services
- special education and related services in the least restrictive environment

INTERAGENCY COORDINATION AND ADMINISTRATION

The interagency coordination and administration component provides the structure for the overall process including the other transition components of staff development, family involvement and child preparation (Allen & Conn-Powers, 1991; Byrd et al, 1990; Fiechtl et al, 1989; Fowler, 1988; Hains et al, 1988; Gallagher et al, 1984; Huntinger, 1981; Johnson et al, 1986; and Sanford & Mathers, 1988). The transition process should address entry into and out of early intervention services, entry into and out of preschool services and entry into public school services when the child reaches primary school age. In other words, depending on the age of the child, the local programs may be both a "sending" and a "receiving" agency for children going through transition. It is essential to have effective and consistent procedures in place whether the transition involves movement of the child from or to (a) another agency, (b) no other agency, or (c) another program within the same agency. Considerations in establishing interagency coordination and administration are described below.

Establish interagency linkages with those other agencies with which families are most commonly involved in transition so that a comprehensive and coordinated system can be in place.

1. Those from whom referrals are most commonly received (sending agencies). In this instance, sending agencies are usually
   (a) primary referral sources for transitioning into early intervention services for infants and toddlers
   (b) early intervention service agencies for infants and toddlers with developmental delays transitioning into preschool programs for children with disabilities provided through the public school and
   (c) preschool programs for children with disabilities provided through the public school transitioning children into public school programs for children at primary school age.
2. Those to whom referrals are most commonly made (receiving agencies). In this instance, the receiving agency is most commonly the
   (a) early intervention service agency for infants and toddlers for children transitioning from the primary referral source
   (b) programs for children with disabilities provided through the public school (regular and special education) for children of preschool age
   (c) programs for children with disabilities provided through the public school (regular and special education) for children of primary school age
3. Those agencies (and programs within agencies) whose services will be needed for insuring the least restrictive environment , (e.g. representation from programs serving children without disabilities). Depending on local resources and service delivery systems and the age and circumstances under which the child enters or exits the program, there may be merit in including public school programs, Head Starts, and other public and private child care, preschools and kindergarten programs. (It should be noted that throughout this document references to public school programs are intended to include regular education preschool [to the extent it is available] and primary school programs as well as special education when

services may be needed in some form in order for the child to receive an appropriate education in the least restrictive environment as determined by the IFSP or IEP.)

4. Given the commitment to family-centered services, those health, social and other agencies who can provide services to meet child and family needs that are beyond the scope of the agency responsible for providing early intervention (birth - 2 years) or public school (age 3 and older).

Establish an ongoing interagency committee for transition procedure development, implementation, monitoring and evaluation.

The committee should include representatives of the agencies involved in transition identified in the step above. It may be possible to use an already established group such as a local Interagency Coordinating Council (ICC) or an ICC subcommittee.

1. The committee must have authority to make transition decisions including having
   (a) agency representatives authorized to participate in and make decisions affecting their agencies.
   (b) an interagency decision making process responsive to the decision making processes of member agencies' chains of command as well as to interagency needs.
   (c) provision for complaint resolution and problem solving (whether internal or external or initiated by families, staff or agencies)
   (d) authority and role clarification in relationship to interagency funding issues related to both
      (1) child and family need, e.g.
         (A) eligibility determination of child and/or family for various funding sources
         (B) coordination of funds to facilitate unique interagency placements
      (2) transition system administration (e.g. pooling of resources for parent training, staff development, printing forms, etc.)
2. The committee must have a structure which facilitates interagency transition activities, including
   (a) a regular meeting date, time and location (recommend rotating location to promote cross program visitation and committee ownership).
   (b) a leadership structure (e.g. chair, recorder, etc.), leadership election and rotation schedule and role clarification
   (c) a structure for operation and participation. The type of structure chosen should be based on the transition activities to be addressed and on local preferences, resources, and needs keeping in mind two simple principles that "form follows function" and that stakeholders are created through active participation. For example, it may be appropriate to include key decision makers from involved agencies and parents in transition system design. Once basic parameters are established, this group can take on an advisory and/or policy approval capacity. Transition committee membership may then be altered to include those agency representatives who have direct day-to-day responsibility for transition operation. An alternate model would be to have a basic committee responsible for the overall transition process with special committees established to develop a specific product or activity (e.g. interagency

agreement, staff inservice program, curriculum, etc.) or oversee a particular component (e.g. staff development, family involvement, child preparation).

(d) opportunities for participants to get to know each other as individuals, because the building of people-to-people relationships can have a major positive impact on interagency relationships.

(e) attention to basic standards for effective meetings including having clear and purposeful agendas, minutes, adherence to starting and ending times

Negotiate interagency procedures between/among the sending and receiving agencies.

The committee will negotiate transition procedures which not only meet best practice and legal considerations but which are also mutually agreeable to and compatible with participating agencies. Criteria for setting priorities in procedures development include consideration of areas

1. where there is most agreement so that this interagency success can be the basis for approaching more difficult areas where there may be a greater potential for disagreement,
2. where the need is most urgent due to legal, funding or local considerations
3. which are most basic to the process and on which other procedures ultimately are based,
4. that require the least expenditure of time and funds to implement,
5. that require the least disruption to current practice and thereby will be more easily accepted and create a greater openness to subsequent changes.

While some overall broad transition agreement may be negotiated in a relatively short amount of time, the important basics of transition will necessarily be negotiated over time and by task. There are two primary reasons. The first is the nature of the task. The transition process is complex and multidimensional with one component building on and impacting another. Thus, the interagency committee must insure that various procedures across transition components will be compatible (e.g. How will referral procedures impact training needs of staff and families?) Moreover, transition procedures will need to be renegotiated and adapted over time to be in tune with changing legal and program requirements of the participating agencies as well as in response to monitoring and evaluating the transition process. The second reason that negotiation takes place over time and by task is the people or interagency issue. To be truly successful, all participating agencies (and the people who represent them) need to feel ownership. It will likely take time for transition committee members to build trust in each other and the transition process itself. In addition, the people involved in transition will change as new staff move into new roles. This will effect interagency transition relationships and procedures.

Establish administrative procedures to address the transition process.

Within the context of state and federal legal requirements impacting the participating agencies, the interagency committee should focus on developing **locally relevant** transition procedures. Such local relevance is critical if the process is to be truly meaningful and responsive to the needs of children, families, staff and agencies involved in transition. Procedures should integrate the various transition issues and components as described below and depicted on Figure 1.

1. Process of referral, evaluation, plan development, placement and followup -
   (a) referral - Outline the forms, personnel, procedures and timelines to be used.
   (b) evaluation - Identify
      (1) What information is needed?
      (2) Is it already available and current from another source (e.g. a program for infants and toddlers)?
      (3) Who will conduct evaluations, where, and when?
      (4) How evaluations will be conducted?
      (5) How will evaluation information be communicated, when, to whom (staff within sending and receiving agencies and families) and in what form?
   (c) IFSP/IEP development - Federal regulations require that transition be addressed on the IFSP for children who will be turning 3 years of age who are enrolled in early intervention services for infants and toddlers with developmental delays (see Transition Legal Requirements earlier in this document). It is also recommended best practice for transition to be included on the IEP for preschool children transitioning into primary school. Transition procedures should adhere to both federal and state requirements for Individualized Family Service Plans (IFSP) (for birth - 2 years) or Individualized Education Programs (IEP) (for age 3 and older). They should identify
      (1) how the individualized plan will be used to plan for the smooth transition of the child and family addressing such issues as:
         (A) "Discussions with, and training of, parents regarding future placements and other matters related to the child transition;" (34 CFR 303.344)
         (B) "Procedures to prepare the child for changes in service delivery including steps to help the child adjust to, and function in, a new setting; and" (34 CFR 303.344)
         (C) "With parental consent, the transmission of information about the child to the local educational agency, to ensure continuity of services, including evaluation and assessment information...and copies of IFSPs" or IEPs "that have been developed and implemented". (34 CFR 303.344)
      (2) who in the sending and receiving agencies will participate in the meetings along with parents and others as needed and how,
      (3) where and when meetings will occur (noting that all meetings must be at a time and place mutually agreeable to the parents), and
      (4) the process (and forms) to be used in preparation for, during and as a followup to the meeting.
   (d) placement - Identify how the actual placement will occur, insuring that
      (1) the child, family and staff are prepared (forms, roles, procedures, timelines) and
      (2) services called for on the IFSP, IEP or through other planning are started in a way that is timely, appropriate and as smooth as possible.
   (e) followup - Identify strategies needed
      (a) to link communication between sending and receiving agencies and families for followup purposes,

EARLY CHILDHOOD TRANSITION PROCESS OVERVIEW
FIGURE 1

An Interagency Transition Committee establishes and oversees the transition process. The process most commonly occurs as a child is turning 3 years of age exiting early intervention and entering preschool OR as the child is exiting preschool and is entering primary school. A suggested model and annual calendar for the child's "transition year" (year prior to the child's transition) based on a "school year" follows. This **should** be adapted to meet local needs and the needs of children age 2 eligible for special education on their 3rd birthdate.

PRIOR TO BEGINNING OF TRANSITION YEAR
- Transition Committee confirms/revises transition procedures and timelines and plans for implementing, monitoring, and evaluating transition administration, staff development, family involvement, and child preparation based on data from previous year and on changing program and legal issues.

AT BEGINNING OF TRANSITION YEAR
- Staff Training for New Staff (Orientation) and Returning Staff (Changes in Process)
- Assessment of generic child needs related to transition
- Develop IFSP/IEP for child's transition year in sending agency including planning for transition administrative procedures, family needs, and preparing the child.
- Initiate family contact and information sharing regarding eligibility for public school services, acquiring consent as needed for starting the transition process; sharing records, etc.

FIRST HALF OF TRANSITION YEAR
- Followup to children placed previous year; receiving agency implements IEP.
- Sending agency develops initial referral/child find list and transmits to receiving agency. Screening activities result in identification of children to be considered for referral for special education and related services.
- Cross program visitation in receiving agency for sending agency staff to (1) see children previously transitioned in new placements and (2) become familiar with placement options in the receiving agency in order to have additional information needed for making a referral and for preparing the child for the next environment.
- Family training and support regarding transition process
- Implement instructional strategies to help prepare child for transition

MID-YEAR (e.g. 6 months prior to 3rd birthdate OR for children in preschool, mid-year)
- IFSP/IEP review following transition screening to confirm (with family input and approval) whether or not to initiate a formal referral; determine evaluation data to be collected and how
- With parental consent, make formal referral for public preschool or primary school.
- Training for family members in the IEP Committee process, specific procedures and placement options for public school enrollment including special education and non-special education issues (e.g. immunizations, transportation, etc.)

EARLY CHILDHOOD TRANSITION PROCESS OVERVIEW
FIGURE 1 CONTINUED

SECOND HALF OF TRANSITION YEAR

- Conduct child evaluation process for transition referral (use existing data as much as possible); share evaluation data among all persons (sending and receiving staff and families) who will be involved in the development of the preschool or primary school IEP PRIOR TO the IEP meeting so preliminary recommendations can be formulated
- Cross program visitation for receiving agency staff in sending agency program to become familiar with the children being referred and the sending agency program
- Cross program visitation for parents in the receiving agency programs, particularly those most likely to be considered as potential placements sites
- Conduct IEP meetings through which placement in receiving agency is determined
- If child is turning 3 and is determined ineligible for public school preschool services, determine other options available to meet child and family needs and provide help to families in locating services at their request. Similarly, if the family identifies a need some type of service for the child and family not available in the next placement (e.g. health service, social service, child care, etc.), provide help to family in locating.
- Continue instructional strategies to help prepare child for transition, targeting those skills determined to be most critical to the next placement site once that site is determined through the IEP.

END OF TRANSITION YEAR

- Conduct end-of-year conference with family to answer any final questions prior to transition.
- Develop follow-up packet to send to receiving agency staff to (1) update information on the child since the IEP meeting and to (2) finalize recommendations to the receiving site to help it prepare to meet the child's unique needs (e.g. environmental or curricula adaptations, etc.)
- Conduct transition process evaluation among sending and receiving agency staff and families.

ONGOING

- Transition committee meets regularly to facilitate and monitor transition process.
- Additional staff development and family training and support activities as needed.
- Administrative supervision and structures support staff in implementing transition.

   (b) to help the child and family and receiving placement site (staff and fellow students) adjust to the changes inherent in this transition, and
   (c) to conduct followup monitoring and evaluation of the transition process.

2. timelines for the process to meet legal requirements and to be responsive to local, family and child need. In addition to specific federal and state due process timelines legal requirements, overall transition timelines recommendations include:
   (a) Transition planning be started for children who are within 1 year of transition to the next program level (that is, one year before the child turns 3, one year before the child exits the preschool program and enters the primary school program). In this way, the child's last year in the sending agency's program becomes the "transition year". This provides needed time to adequately prepare the child and family for transition and to insure transition procedures that are legally appropriate, programmatically sound, and administratively feasible. This planning is particularly critical for children with disabilities who are legally eligible to start public school services on their 3rd birthdate rather than at the beginning of the school year.
   (b) Planning for eligibility evaluation can be built into mid-transition year IFSP or IEP review (e.g. 6 months prior to placement). This allows time within transition timelines to locate other services for the child and family if, for some reason, the child does not "qualify" for the services for which he or she is being referred or if the family chooses to seek services different those made available by the public school so that there are not any gaps in services.
   (c) If the child does meet eligibility to receive special education and related services (in preschool or primary school) as a result of this mid-year transition evaluation, the IEP will be able to be in place
      (1) by the child's 3rd birthdate (for children entering preschool)
      (2) by the beginning of the school year (for children entering primary school)

      This is reassuring to the parents and provides needed planning information to agencies.
   (d) The committee should develop a "transition calendar" outlining and integrating "transition year" major events and timelines for administrative procedures (referral, procedural safeguards, screening, evaluation, individualized plan development and review, placement, followup, staff development, family involvement, and child preparation). See Figure 1 for an example.
3. local service delivery system within which transition will be established
   (a) to have available a comprehensive, coordinated, inclusionary (least restrictive environment) and culturally competent system of services for children and families and
   (b) to identify the roles, responsibilities and resources of the various agencies within this system
4. common knowledge base and terminology among agencies related to criteria, procedures and service eligibility to avoid communication problems and service disruption.
5. eligibility for services - Review eligibility criteria of participating agencies, particularly as it relates to compatibility of definitions and procedures for infants, toddlers with developmental delays young children in public school programs for

children with disabilities as required by state law. Other classifications and eligibility criteria used within early intervention, education and other agencies should also be reviewed to identify options when a child (and family) does not "qualify" under one particular program. For example, the child exiting an early intervention program may be determined ineligible for a public school preschool program for children with disabilities. However, the child (and family) may still need some type of service.

6. communication channels - Outline and communicate to staff and families channels including who, when, and how (procedures and forms) for negotiation and operation of the process in a way that is responsive to the chains of command within the respective agencies, to the transition committee, and to the staff and families who will "use" the system.
7. records and confidentiality - Identify what records will be transferred, in what form, on what forms, when, how, under what conditions (confidentiality and family consent issues) and who will be responsible for records transmission, collection, maintenance and use within sending and receiving agencies.
8. roles and responsibilities - Identify for participating agencies, for staff within those agencies and for families.
9. staff development - see later in this document
10. family involvement - see later in this document
11. child preparation -see later in this document

Confirm negotiated interagency committee operational and transition procedures in writing.

Written procedures help to minimize confusion and communication breakdowns among and within agencies and with families. As important as this is, caution should be exercised that "putting in writing" not mean "putting them in stone" with the assumption that the procedures will be relevant and workable forever. It will be a given that procedures will need to change with the inevitably changing needs and resources of member agencies and state and federal requirements under which these agencies operate. Therefore, the method chosen to put procedures in writing will need to anticipate the need for flexibility and evolution of procedures over time. Depending on the nature of the procedure in question, this may be accomplished through strategies such as:

1. interagency agreement
2. transition procedures mutually adopted as policy of the respective agencies
3. mutual use of common forms which are in response to interagency transition procedures
4. a local interagency transition policy and procedure manual

Implement, monitor and evaluate transition procedures.

1. The transition committee will oversee and facilitate interagency transition implementation of these procedures which will likely require change on all agencies involved. The committee should recognize and openly address up front the stress these changes will likely cause for individuals and agencies. It is not enough to develop procedures. The interagency committee must also design

strategies to insure their implementation with all involved in the transition process through administrative and interagency structures, staff development, family involvement and child preparation strategies as described in this document.

(a) identify 1 representative from each agency to be responsible for transition implementation and coordination within that agency

(b) identify how these transition coordinators will communicate and coordinate

(c) establish procedures, schedules and responsibilities for implementing the four components of the transition process (administration, staff development, family involvement, and child preparation)

2. The transition committee will monitor transition procedure implementation designing structures for ongoing and meaningful feedback to

(a) determine if and how procedures are being implemented

(b) identify and resolve problems that will inevitably emerge. Problems aren't "bad". They just are. They are a natural occurrence any time change is put in place and any time people (with their varied backgrounds and points of view) are involved. These problems should not be viewed as "the system is not working" but rather as "the system is evolving" and that there is a need to pinpoint specific areas which need refinement either within the system itself or in assistance to those involved in the system. The key is to identify problems with an eye to being solution oriented...not so much "what is not working" as "how can we make it work".

3. The transition committee will evaluate the transition process including establishing procedures and a schedule for

(a) involvement of key stakeholders (families, sending and receiving administrative and direct service staff). Seek their input not only in carrying out the evaluation but in the evaluation design and interpretation so that input and results are both meaningful and manageable in collection and use.

(b) evaluation of the process itself, what is working and what is not, and what changes need to be made related to factors both internal (e.g. within the locally defined transition process) and external (e.g. changes in state requirements, funding, resource availability, etc.)

(c) evaluation of the effectiveness and relevance of the current transition committee structure and membership in relationship to current and emerging needs. It may be wise to consider changes as needs, roles, relationships, and requirements change. The need for change may, in fact, be indicative not of "problems" but of "progress" and the natural evolution of systems change.

(d) evaluation of impact, child outcomes, and family satisfaction

(e) reporting evaluation data to state and local officials and others as may be required and as an effort to build positive public relations for the transition process, interagency initiatives and early intervention and public school early childhood programs

STAFF DEVELOPMENT

The interagency transition process needs people to carry it out. Therefore, staff development is a critical component of transition. Key considerations for staff development related to transition have been identified by Allen & Conn-Powers (1991), Byrd et al (1990), Gallagher (1984), Hains et al (1988), Hanline et al (1989), Huntinger (1981), and Sanford & Mathers (1988).

Clarify roles and responsibilities of administrative, direct service and support staff in sending, receiving and related agencies.

The interagency committee should identify staff roles and responsibilities related to each area of the transition process. This includes administrative, programmatic, and clerical roles.

Determine information and skills needed by staff to carry out these roles and responsibilities.

This will vary from staff to staff depending on the specific role in the transition process. Common staff development needs include information and skills related to:

1. the transition process itself including their specific role, policies, procedures, timelines, forms, and interagency transition process hierarchy and channels for communication and problem solving
2. working within one's own agency related to the transition process including hierarchy and communication channels; how to work within one's own agency with program structures other than one's own administratively and programmatically (e.g. ways for public school regular education/special education collaboration or ways for collaboration between public school preschool and primary school programs); methods of communicating and solving problems.
3. working with another agency's (ies') programs; terminology; hierarchy and channels for communication and problem solving with that agency; agency strengths and constraints; agency services and criteria for service eligibility (including options for when child is ineligible for one type of service, what then?)
4. working with families including use of a family-centered approach; building positive relationships with families; sensitivity to cultural diversity; communication skills (written and verbal, individual and group); understanding the varied nature of families; understanding the impact on families of having a child with a disability and of going through the transition process; knowledge of resources in and out of one's agency that families may want to access
5. preparing the child for placement in the least restrictive environment in the receiving agency program including skills in assessing the child and characteristics of the next environment; in structuring developmentally appropriate and functionally relevant instructional environments and strategies; in program planning (IFSP/IEP) to meet short term and long term child and family needs; in program implementation within sending and receiving agencies; and in providing followup to receiving agency staff to support the child's adjustment in the next environment

6. interpersonal and group dynamics skills including skills for problem solving and negotiation, communication, and dealing constructively with change (including how to help others)

Develop, implement, monitor and evaluate support structures for staff to acquire and use information and skills needed to carry out their roles.
The agency should incorporate transition within its structure for staff development, supervision and evaluation. Strategies include:

1. incorporation of transition issues into standard agency practices such as
   - (a) agency policies and procedures
   - (b) job descriptions
   - (c) staff supervision and evaluation procedures
   - (d) ticklers on agency calendars
   - (e) transition as a regular staff meeting agenda item
   - (f) regular opportunities for staff to provide input to improve transition through meetings, informal conversations, or periodic formal evaluations
2. individual (mentoring, coaching) and group training strategies (interagency or within agency) both for orienting new staff and for updating returning staff. Interagency training sessions can be more cost and time effective, insure that all recipients are hearing the same content, and provide an opportunity for staff from sending and receiving agencies to get to know each other better.
3. forms and procedures for implementing the transition process which are "user friendly" and which are designed to facilitate effective communication
4. strategies to help staff become familiar with other agency programs including
   - (a) cross program visitation
   - (b) videotapes
   - (c) written materials
   - (d) formal and informal opportunities for sending and receiving staff to get to know each other (joint training, committees, open houses, etc.)
5. administrative support for transition such as
   - (a) modeling an appropriate attitude and commitment to transition, interagency relations, and family-centered services
   - (b) structuring staff schedules or providing release time to facilitate transition activities (e.g. interagency committees, IFSP and IEP meetings, cross program visitation, working with families, inservice)
   - (c) curricula/program leadership to foster the design of programs which are developmentally appropriate and functionally relevant in preparing the child for placement in the least restrictive environment in the receiving agency

FAMILY INVOLVEMENT

Having effective strategies for family involvement in the transition process is critical. Key considerations for family involvement have been identified by Allen & Conn-Powers (1991), Byrd et al (1990), Fowler, Chandler, Johnson, & Stella (1988), Gallagher (1984), Hains et al (1988), Hamblin-Wilson & Thurman (1990), Hanline (1988), Hanline et al (1989), Huntinger (1981), Johnson, Chandler, Kerns, & Fowler (1986), Rice (1990), Sanford & Mathers (1988) and Speigel-McGill, Reed, Konig, & McGowan (1990).

Principles for family involvement.

1. Effective family involvement strategies are based on a spirit of partnership between families and agencies. The role of the agency is not to do things "to" the family but "with" them and, at their request, "for" them.
2. Families are the most effective advocates for their children. They (and not an agency) will be the constant force in the child's life. Therefore, family involvement strategies should promote a family's ability to participate actively, effectively, and as independently as possible within an atmosphere of partnership in the educational process of their children.
3. Transition planning should provide families with
   (a) skills and information they will need to be effective partners in the early intervention and educational process
      (1) their rights under federal, state and local requirements
      (2) the transition process and other issues related to agency enrollment (e.g. immunizations, transportation, early intervention or public school services and structure, etc.)
      (3) methods of being "positive" advocates including skills for communication, problem solving and negotiation
   (b) support for the anxiety and stress they may feel related to the transition process and to adjusting to the impact of the child's disability on the child, the family and the child's immediate and long term educational placement and goals
   (c) support in preparing themselves and their child for transition and in adjusting to the next placement
4. The child cannot be viewed in isolation but rather within the context of the child's family. What impacts the family impacts the child, including the child's developmental and educational performance.
5. Services should be family-centered, demonstrating sensitivity to priorities of the family. Their input in setting short and long term goals should be viewed as a major priority and should be actively sought, valued and used.
6. Services should be non-intrusive. Agencies should respect a family's privacy and seek direction from families in this regard.
7. The child's early intervention/education is only one of several family priorities and needs.
8. Professionals must resist the temptation to train families to be "professionals" (i.e. to know the same things professionals know). Rather, families need to know what "they" need to know. They can help professionals identify what that is.

9. Family involvement strategies should be varied in recognition of the varied levels at which families need, request, acquire and use information and skills related to transition and the educational process. Staff should be cautious not to impose a value judgment on the manner in which a family chooses to be "involved".
10. Family involvement methods, materials and schedules need to be sensitive to issues such as the varied levels of families' educational and cultural backgrounds, previous experience with the early intervention agency or public school, and work and/or child care schedule and transportation needs which impact their ability to "be involved".
11. In most cases, interactions at the time of transition set the tone for a long term family-school relationship. Every effort should be made to maximize the opportunity for both parties to "make a good first impression" and "get off to the right start". It is in the best interest of all involved to do this positively. This can be a challenge when dealing with an issue (transition) which is inherently stressful. Strategies (including transition procedures and staff development discussed previously) should anticipate and respond to this issue.

Strategies for family involvement

1. IFSP/IEP Meetings
    - (a) The meeting is scheduled at a time and location mutually agreeable to all parties (families and sending and receiving agency staff). Who and how many participate in the meeting should be determined with sensitivity not only to state regulations but also to family need. For some families, a large group of people can be intimidating and counter-productive to the transition planning process.
    - (b) All information to be discussed at the meeting should be circulated in advance so that all parties can have a chance to review it and come prepared to discuss. This should include not only agency information but also input solicited from the family and provided at that their choice concerning short term and long term goals for their child, their perception of child strengths and needs, etc. This will minimize the chance for "surprises" and will facilitate an atmosphere of partnership and equality with everyone having access to the same information. It will also give participants an opportunity to digest the material and formulate questions and recommendations in advance. Provision needs to be made for families to have access to someone who can explain agency materials. It is frequently beneficial for sending agency staff to have a role in this, given the relationship of trust that they already have likely established with the family.
    - (c) Have a clear meeting agenda that insures active participation of all present. The meeting chair should be sensitive to principles of family involvement and interpersonal dynamics. Offer to put the family first on the agenda to tell about their child and concerns to shift the focus to agencies responding to child and family need rather than families having to respond to agency issues. Give the family time and help (if requested) in preparing for this role.
    - (d) Provide written followup to all meeting participants (typically IFSP/IEP itself).
2. Individual assistance
    - (a) Conferences with staff in sending and receiving agencies
    - (b) Linkage with another family going through or having been through the process

3. Group meetings/trainings
   - (a) Interagency efforts - This is recommended in most instances, because it shows the family a partnership between sending and receiving agencies (and others as applicable). Using an agency representative to describe his or her program helps to avoid misinformation and helps the family identify an individual to contact within the agency.
   - (b) Single agency effort
   - (c) Presentations from families who have already been through the process including both those who had problem-free experiences and those who had problems but were able to successfully and positively resolve them
   - (d) Family support group meetings
     - (1) single agency effort
     - (2) linkage of families in sending and receiving agencies
4. Written materials
   - (a) Transition process summary
   - (b) Agency service descriptions (regular and special education, other services)
   - (c) Parent rights and resources materials
   - (d) Materials developed locally or through other public, private, state or national agencies and organizations
   - (e) Transition newsletter or other regular written communication to inform and remind families about timely transition meetings, issues, and timelines.
5. Videotapes
   - (a) "Cross program visitation" in regular and special education on tape
   - (b) Transition explanation
   - (c) For use on individual or group basis (may also be used for staff developement)
6. Linkage to supplemental services -Transition planning should include training, materials, and service linkage to support the family in identifying other service needs (beyond the scope of the education agency) and in locating resources to respond to those needs. This is particularly critical at the time of transition when a family may lose services for which they feel they have a continuing need when they move from one agency to another. The transition itself may create a need for new services (e.g. the schedule of the receiving agency may create child care problems for the family).
7. Cross program visitation
   - (a) individual visitation
   - (b) group tours
   - (c) open house with reception at the school by school staff and parents
8. Solicitation and use of family input on
   - (a) child and family issues
   - (b) relevant issues in planning and evaluating transition procedures and forms
   - (c) identification of staff and family training and involvement needs and strategies

CHILD PREPARATION

In addition to creating relationships and structures for transition, preparation of the child and environments in which the child is placed is a critical transition component toward achieving the ultimate transition goal of successful placement of the child in the least restrictive environment in the receiving agency. Key considerations for child preparation related to transition have been identified by Allen & Conn-Powers (1991), Byrd (1987), Byrd et al (1990), Conn-Powers, Ross-Allen & Holburn (1990), Fowler (1982), Gallagher (1984), Hains et al (1988), Huntinger (1981), Rule, Fiechtl, & Innocenti (1990), Sainato & Lyon (1989), Salisbury & Vincent (1990), Sanford & Mathers (1988) and Vincent, Salisbury, Walter, Brown, Gruenwald & Powers (1980).

Assess characteristics of environment(s) in receiving agency to determine factors that facilitate placement of the child in the least restrictive setting.

1. Surveys
2. Interviews
3. Observations
4. Locally generated assessment tools or adaptations of tools developed through other researchers (see references above)
5. Use of a generic characteristic listing which can be adapted to idiosyncratic characteristics of individual settings given variance in facilities, personnel and class membership characteristics, etc.

Determine child strengths and needs related to characteristics of next placement in the least restrictive environment.

1. Use of locally generated checklists or procedures developed through other researchers (see references above)
2. Consider input from multiple sources including family priorities.

Design and implement developmentally appropriate and functionally relevant strategies in the sending agency program to assist the child in acquiring skills that will facilitate placement.

1. Use of locally developed curricula or strategies developed through other researchers (see references above)
2. Focus instruction not only on what the child learns but also how the child learns; not only on what is taught but also on how it is taught
3. Develop strategies within the interagency transition committee to foster curricula continuity between sending and receiving agencies

Make recommendations in transition planning for instructional strategies and curricula and environmental adaptations (as needed) in the next placement that will facilitate placement of the child in the least restrictive environment in the receiving agency.

1. Recognize that any listing or checklist of characteristics of the least restrictive environment in the receiving agency is intended to help the user identify what needs to be done to facilitate placement of the child in that setting. It is a tool to use in program planning. The listing is not criteria for placement in a less restrictive setting. It should never be used as a tool to exclude a child from a less restrictive placement, but rather to prepare the child for such a placement and to prepare that placement to be able to meet the child's needs.
2. Make recommendations as part of IFSP or IEP development. Recommendations should be developed through a team approach. Rather than one individual presenting a point of view which is reacted to by another, an effort should be made to developing recommendations through a collaborative process focusing on reviewing and choosing alternatives for appropriately meeting the child's needs in the least restrictive environment.

Arrange pre-placement activities to prepare the child and the setting for the placement.

1. Pre-placement visit(s) of the child to the next placement.
2. Advise staff and families on strategies to help support the child through this change and adjustment problems that may be more indicative of the change itself than particular child need (although this issue too should be addressed if relevant).
3. Depending on the time of year of the placement and other unique factors, prepare the class to receive a new classmate.
4. Provide assistance to receiving agency staff (as needed) in preparing to implement IEP recommendations, particularly any adaptations that may need to be provided to facilitate placement in the least restrictive environment.

Followup

1. Establish linkages between sending and receiving staff which will support the child's adjustment in the new placement (e.g. opening communication channels, sharing of written materials).
2. Provide support to receiving agency staff (as needed) in implementing IFSP or IEP recommendations, particularly any adaptations that may need to be provided to facilitate placement in the least restrictive environment.
3. Design and implement an efficient structure to evaluate effectiveness of transition process in preparing child for next placement in the least restrictive environment.

KEEPING TRANSITION IN PERSPECTIVE

Transition is not a matter of choice. It happens when children change programs. The choice **Is** whether or not to do it well. It will happen whether we plan for it or not. It will happen better for all concerned, if we plan for it well.

Transition is all the more important, because it is not an isolated event, but rather one event within an ongoing relationship. For most families and agency staff, collaboration on transition (both interagency and family-agency) can shape a relationship that will last over many years and effect a number of aspects of that ongoing relationship.

It is a given that different individuals will bring to the transition relationship differing histories, perspectives, expectations and needs. If agencies disagree with each other or with families, these differences will need to be reconciled and ultimately some level of mutual understanding will need to be reached, because the likelihood is great that they will need to work with each other over an extended period of time and in a variety of ways over and above transition. As a result, focus should be not only on building a **structure** for transition but also on building and maintaining ongoing and positive interagency (and intraagency), interdisciplinary and family-centered **relationships**.

Agencies and families should be mindful to not misread initial "relationship building" efforts. That is, there may appear to be an initial lack of trust among parties to transition. In fact, this may be less indicative of "mistrust" and more indicative of insecurity associated with lack of knowledge about each other and the structure for transition process. It may also be indicative of the stress that transition (change) brings and the reality that building trust in any relationship takes time.

Building successful transition structures and relationships requires commitment on the part of all participants to minimize "turf" issues and avoid an "us and them" mentality. The ultimate issue is how agencies and families can work together (structure) to meet the needs of children, since that is the common goal all agencies (and programs within agencies) and families share even when agency services differ or there is disagreement. The ultimate mentality must be one of partnership (relationship) among and within agencies and with families if services are to be truly effective. It takes planning and work. It is worth it.

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Policy Issues

Appalachia Educational
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POLICY ISSUES

Latchkey Children and School-Age Child Care

Millions of children in the United States take care of themselves for some of the hours before and after school and on the days that schools are closed. From the observation that many wear their house keys on a string around their necks, these children have come to be called "latchkey children." The term embraces those children in either self-care or sibling care (by a brother or sister under 14 years) during some significant portion of their out-of-school hours.

The discussion that follows is a summary of *Latchkey Children and School-Age Child Care: A Background Briefing* prepared by Dale B. Fink for the Policy and Planning Center of the Appalachia Educational Laboratory.

ESTIMATES OF the number of latchkey children now range from 2-15 million. Since getting an exact count is no easy task, carefully designed local needs assessments are more accurate than national projections.

Increased employment of mothers outside the home is the single demographic factor most closely associated with the increase in numbers of latchkey children. Other factors that contribute to this phenomenon include: (1) the decline of the extended family household, (2) the increase in single-parent families, and (3) the increased mobility of American society.

Risks to Latchkey Children

The growing phenomenon of latchkey children has given rise to questions about risks to:

- children's health, safety, and security;
- children's emotional development;
- children's social, physical, and intellectual development;
- children's school performance and general level of achievement; and
- the community.

While these questions are beginning to be addressed by the literature, both anecdotally and through the gathering of quantitative data, much more research is needed. Some evidence, however, suggests that children who are home alone have increased levels of fear, boredom, and loneliness, as compared with children in supervised care situations. Television is often used as a surrogate parent. One study found children using some of their time at home alone to experiment with sex. Studies on the effects of the latchkey experience on self-esteem, on susceptibility to peer pressure, and on school performance have come to varied conclusions.

Responses to the Latchkey Problem

Communities across the United States are developing a multiplicity of responses to the latchkey problem. These actions fall into two categories: (1) those designed to reduce the number of children in self-care by creating options for supervised care when schools are closed; and (2) those that attempt to provide support and education to reduce the risks to latchkey children.

School-age child care: The primary solution. Almost any program that serves children in the years from kindergarten through early adolescence, during the full range of hours and days that schools are traditionally closed, can be considered school-age child care. This includes programs operated by schools, home-based day care providers, recreation centers, youth-serving organizations, day care centers, and summer camps.

The best school-age child care programs have certain common elements, regardless of where they are housed or who administers them. Such programs:

- offer a safe physical environment that fosters optimal development;
- employ a sufficient number of qualified, well-trained staff;
- are administered efficiently;
- utilize staff-parent interaction;
- balance activities to include structured and unstructured

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times, teacher-directed and child-initiated experiences, and a range of activity options;

- capitalize on the interests of the children and on opportunities for informal, social learning;
- use the community as much as possible;
- communicate clear, consistent expectations and limits to children; and
- allow for spontaneity.

Supportive services: Some back-up solutions. In addition to adult-supervised child care programs, some communities offer supportive services for healthy, safe self-care situations. Such supportive efforts include:

- educational materials and curricula that provide information for both parents and children involved in a latchkey experience;
- telephone "reassurance lines" staffed by phone counselors trained to provide a friendly voice and occasional advice; and
- block-parent programs using trained volunteers who make their homes available during the after-school hours in case of emergency.

These programs are not designed to address the day-to-day needs of children after school, but simply to reduce the possibility of serious trouble befalling a child.

Responses in the AEL Region. The responses to the latchkey phenomenon in the four Appalachia Educational Laboratory states are consistent with the pattern in the rest of the country. Of the four, only Virginia, especially the northern part of the state, can be said to be well ahead of most of the United States in the proliferation of school-age child care. Tennessee appears to be about average and Kentucky slightly below average in current level of development. West Virginia has experienced remarkably little growth in this area.

Implications for Policy Initiatives

Education policymakers who are planning initiatives related to latchkey children will want to consider the following:

- Educators who choose to ignore the circumstances facing children outside the classroom do so at peril of failing to meet the objectives they wish to achieve inside the classroom.
- The latchkey phenomenon demands attention not just from educators, but equally from public officials, private sector employers, spiritual leaders, and all other sectors who have a stake in a healthy future citizenry and labor force.
- Support for appropriate supervision for school-age children should be seen as an investment that will reap benefits not only for schools and families but for the society as a whole. Therefore, the costs of such support should not be borne by education budgets alone but shared by other sectors as well.
- Legislation at the federal and state levels is needed to permit communities having high concentrations of low-income families with documented need for school-age child care to expend public funds on operating costs for these programs, not merely start-up costs.
- Initiatives taken to establish or expand the supply of quality school-age child care programs at the local, regional, or state levels need to capitalize on already-developed professional expertise and community resources, not on reinventing the wheel.
- Legislation, grants programs, school board resolutions, transportation code revisions, and other policy initiatives in this arena need to encourage the development of a pluralistic, diverse field in which all program models can be treated equitably and helped to prosper.
- When services are developed that are designed to reduce the risks and stresses of self-care, they should never be viewed as a substitute for getting children out of self-care. In addition, such services should always be coupled with communication about the other alternatives.

More Information

A fuller discussion of the ideas summarized here can be found in the report *Latchkey Children and School-Age Child Care: A Background Briefing* by Dale B. Fink, School-Age Child Care Project, Center for Research on Women, Wellesley College, Wellesley, Massachusetts 02181, 18 pages, $3.50. Also available from the Policy and Planning Center, Appalachia Educational Laboratory, P. O. Box 1348, Charleston, West Virginia 25325.

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POLICY ISSUES

Prekindergarten Programs

In many states, prekindergarten programs in the public schools have become the most feasible solution to a social revolution that now confronts early childhood education. This revolution forces schools to examine and, in many instances, expand their current range of programs and services. The discussion that follows is a summary of *Prekindergarten Programs in Public Schools: A National and State Review* by Susan L. Trostle and Barbara Merrill for the Policy and Planning Center of the Appalachia Educational Laboratory.

THREE SHIFTS in society contribute to the current public and legislative concern about early childhood education:

1. The family and, consequently, the workforce are changing.
2. The infant and early childhood populations are expanding.
3. The socioeconomic status of United States families is declining.

Because of these trends, the provision of adequate public services for all children and youth is one of the nation's most challenging priorities.

The Problem

Within the past 20 years, the American public has begun to view early childhood programs as a necessity. Head Start data and other evaluations of early intervention programs, such as the High/Scope Perry Preschool Project, reveal significant correlations between disadvantaged children's participation in high quality preschool programs and their later educational success and employment records. Although research has not found enduringly elevated IQ scores, disadvantaged children enrolled in preschool programs are less likely to be retained in school, less likely to be placed in a special education class, and more likely to graduate from high school. Researchers conclude that providing children with a cognitively enriched and stimulating preschool environment helps children develop a sense of preparedness that positively affects their subsequent school experience.

How Are Schools Responding?

Schools have begun to expand their services to include day care, after-school programs, provisions for special needs children, and parent training programs. A review of prekindergarten programs offered by state departments of education reveals that:

- No state currently provides universal school-sponsored programs for prekindergarten children.
- Almost half the states have begun initiatives to fund early education programs.
- In 15 states and the District of Columbia, the federal government contributes partial funds for preschool programs; another six states have begun similar initiatives.
- Small pilot projects, rather than ongoing programs, characterize the majority of existing state-funded efforts.
- Federal funds frequently are available only for handicapped, low-income, or non-English-speaking children.
- Although most prekindergarten programs are part-day (three or fewer hours per day), some states have either implemented full-day programs for four-year-olds or plan to do so within the next decade.
- Several states expand public school programs to include 3-year-olds, although the majority of state-sponsored prekindergarten programs enroll only 4-year-olds.
- Several state departments of education (e.g., Maryland and Missouri) offer services other than direct prekindergarten programs, such as resource guides for parents.

The National Conference of State Legislatures says that, in 1984, early childhood education was one of the most fruitful legislative areas for the states. States that offer

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programs beyond the isolated model are (in order of most-to-least 1985-86 financial commitment): California, New York, South Carolina, New Jersey, Minnesota, Louisiana, Maryland, Massachusetts, and Oklahoma.

Many school programs are targeted specifically for at-risk children. At-risk status is determined by (1) environmental or other risk conditions and/or (2) the results of screening tests. At least eight states now fund programs for at-risk children: Louisiana, South Carolina, New York, Maine, Massachusetts, Florida, Texas, and Illinois. All four states in the Appalachia Educational Laboratory's Region (Kentucky, Tennessee, Virginia, and West Virginia) have developed model programs and/or are planning initiatives for at-risk preschoolers.

Implications for Policy Initiatives

Schools reap benefits when they offer prekindergarten programs. Such programs:

- help to reverse declining enrollment in public schools;
- attract parents of young children to the school, thus laying the foundation for active parent involvement;
- are eligible to receive financial assistance from the federal government, when programs are set up with the cooperation of the local government (Public Law 96-399);
- can achieve court-ordered desegregation;
- enable schools to better serve their communities' needs--economically and effectively;
- enable school districts to retain competent employees and put fewer people out of work; and
- provide an opportunity for all schools to work with local industries and businesses.

Among the most frequent services offered by public schools to preschool children are: (1) full-day or part-day child care; (2) physical, intellectual, language, and socio-emotional screening; (3) parent education programs; (4) toy lending libraries; and (5) referral services. Several states are now committed to fostering interagency cooperation, especially in planning, implementing, and evaluating programs and services.

The state's involvement in prekindergarten education can be used to:

- establish equity and equal access for all children;
- increase quantity and quality of programs;
- meet diverse community needs;
- provide flexibility of programming and services in order to meet individual needs;
- publicize the cost-advantage and importance of prekindergarten programs in public schools;
- certify early childhood personnel and programs;
- establish a database on preschool children; and
- involve, educate, and support the family.

State funding of prekindergarten programs is best received when:

- the funds add to the total resources for early education programs (not reduce funds for Head Start and other social service systems);
- schools *elect* to institute prekindergarten programs;
- the schools and the community involve early childhood experts in cooperative planning;
- teacher compensation is competitive with other occupations requiring similar college preparation;
- schools have the option to contract with an existing prekindergarten program;
- standards are established, including staff-child ratios, group sizes, and quality programming;
- adequate per-child reimbursements are established and enforced; and
- the needs of children whose parents are employed on a fulltime basis are met.

As state policymakers make decisions about important issues affecting schooling for all children, the child's developmental needs, family resources, and community facilities all deserve careful consideration. Allocation of funds and distribution of services can then be determined on an equitable basis. Only by experiencing this equity and equality of programming will all preschool children begin to realize their inherent birthright: excellence in education.

More Information

A fuller discussion of the ideas summarized here can be found in the report *Prekindergarten Programs in Public Schools: A National and State Review* by Susan L. Trostle, The University of Rhode Island, Kingston, and Barbara Merrill, Appalachia Educational Laboratory, available from the Policy and Planning Center, Appalachia Educational Laboratory, P. O. Box 1348, Charleston, West Virginia 25325, 44 pages.

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POLICY ISSUES

Prekindergarten Curriculum

Many states are considering implementing or expanding prekindergarten programs and services. Deciding what should be taught and how is a complex issue. A recent flood of professional and political publications discussing availability, accessibility, and quality of prekindergarten education bombard state decisionmakers. In a paper prepared for AEL's Policy and Planning Center, Oralie McAfee of Metropolitan State College in Denver, Colorado, reviews preschool curriculum issues and state policy options. A fuller discussion of the ideas summarized here can be found in the report, *Prekindergarten Curriculum: Implications for State Policy*.

Awareness of demographic and social change has heightened the concern about the nation's children. Since 1980, the number of preschool children has increased; the percentage of those children who are ethnic minorities has also increased. The well-being of these children is in doubt. At least 25 percent of the nation's four and five year olds live in poverty; more than half of the mothers of three and four year olds work outside the home, and the number of single-parent households is on the rise. What can the future of these children promise in a nation whose teenage pregnancy, school dropout, and infant mortality rates are high, and whose employers complain that the workforce is not prepared for the increasingly complex job market?

Because longitudinal studies of children who attended quality preschool programs show that those children have exceeded expectations in school and society, policymakers are turning to early childhood education to overcome social problems including illiteracy, dropping out, school failure, and poverty.

Prekindergarten Growth and Expansion

Attendance in organized prekindergarten programs is growing, but the enrollment rates of low-income families is not growing as rapidly as the enrollment from affluent families. High-income families prefer and can afford private programs, whereas Black children are twice as likely to be enrolled in public programs, and Hispanics are least likely to enroll in any preschool.

State involvement. Since 1980, the number of states involved in some type of prekindergarten or early childhood activity has grown from eight to 30. Most growth, however, has taken place in the private sector.

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Only five states permit use of state funds for full working-day care. Different combinations of federal, state, local, and private money support prekindergarten programs.

Diversity. Participation requirements, adult-child ratios, staff qualifications, facilities, equipment, teaching-learning materials, monitoring, and evaluation practices vary greatly, and, as a result, so does the quality of the program.

The Call to Action

Policymakers have been bombarded with professional and political publications that represent the broad public concern. Issues raised include the availability, accessibility, and quality of prekindergarten education.

Curriculum issues. Genuine philosophical and instructional differences keep the prekindergarten curriculum debate lively and heated. The arguments tend to be polarized: developmental vs. academic curriculum; early childhood vs. elementary philosophy; child- vs. teacher-centered activities; indirect vs. direct instruction; and requiring readiness vs. adapting the program to children's needs.

Longitudinal research shows that quality preschool programs generally have a positive impact if they include certain features. However, caution is suggested for policymakers who expect similar successes from all preschool programs. The highly publicized success stories come from small, well-funded, carefully controlled, and well-staffed programs.

After considering the research, professional and political groups tend to support the goal-oriented, developmentally appropriate curriculum. Their reports recommend the use of a variety of approaches and the desire to meet children's individual needs.

Accountability. Assessment of students and evaluation of programs are major professional and political issues. These issues are extremely complex, ranging from ethical considerations about eligibility to statistical characteristics of tests and research designs. Both formal and informal assessments can guide curricular decisions. Program evaluation not only informs curricular planning, but also affects funding decisions. In their search for accountability, policymakers should seek broader data than standardized tests can supply. New programs especially need time before they can show results. Evaluating program effects calls for longitudinal studies.

Implications for State Policy and Action

If prekindergarten programs are to fulfill their educational, social, and individual development commitment to society, families, and children, appropriate curriculum development must be a high priority for the 1990s. Education decisionmakers can be active in several areas:

- Convene representative groups of citizens to guide states and their agencies in deciding what should be taught and how.
- Foster cooperation among agencies that work with young children and their families.
- Provide funding that not only supports the structural and administrative elements, but also curriculum development, curriculum guides and training materials, technical assistance, and staff development.
- Support an integrated curriculum, curricular flexibility, and continuity from one level to another.
- Provide assessment and evaluation guidelines to local programs so that appropriate and equitable procedures are used.
- Encourage and support parent involvement and education with resources and training for staff who work with parents.

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UNGRADED CLASSROOMS—FAIL-SAFE SCHOOLS?

Too many students are not succeeding in school, and education reformers want to eliminate practices that, they believe, cause kids to fail. Some say doing away with grade levels, especially for young children, is one way to do that.

Advocates of ungraded classes argue that eliminating grade levels can help "curb ability tracking and grade retention, two factors that a growing number of educators identify as the detrimental precursors to failure for some young children."[1] Also, ungraded classes are a way "to steer schools away from competitive and overly academic instruction in the early grades and toward methods grounded in hands-on learning, play, and exploration"[1]—practices that research tells us are developmentally appropriate for 5- to 8-year-olds. Finally, ungraded primary programs eliminate the need to screen children to see if they are ready for school—a practice that flies in the face of what is known about the uneven and varied ways children develop.[2]

California and New York have appointed task forces to recommend changes in the early grades, but Kentucky is the only state to mandate the ungraded primary statewide. Part of the Kentucky Education Reform Act of 1990, the mandate was a response to an "overwhelming demand to reexamine our educational practices," says Linda Hargan of the Kentucky Department of Education and head of a task force charged with designing the implementation of the new primary school program. Hargan added:

> The way we are doing it now is not getting the job done. Somewhere between 20 and 30 percent of our children are being retained in kindergarten, first, and second grade, and we know there is a high correlation between children who are retained and those who drop out of school.[3]

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DEFINING TERMS

The terms ungraded, nongraded, mixed-age, multigrade, or combined classes are used interchangeably. This results in a lot of confusion about just what the terms mean.

An ungraded or nongraded school is a school that abandons grade levels. (This is not to be confused with schools that eliminate the use of letter "grades" to report student progress.) In ungraded programs, children of different ages and abilities "work together in an environment conducive both to individual and group progress without reference to precise grade-level standards or norms."[4] Teachers help children progress as far and as fast as they can. That's why Goodlad and Anderson also call such programs "continuous progress."[5] Ungraded schools grow out of a philosophical belief that schools should meet children where they are in their growth process and provide a developmentally appropriate program for them, a program in which they can learn and not fail.

In contrast, terms such as multiage, multigrade, split-grade, or combined classes refer to classrooms that contain students from more than one grade level and where students continue to be identified by their grade level. Student groupings that follow this pattern grow out of economic and geographic necessity, particularly in rural areas.

Although teachers in multigrade, split-grade, or combined-grade classes can group their students across age, grade, or ability levels, they seldom do. Instead, they tend to group students by grade and teach each grade separately.[6,7] While research shows that students in these multigrade classes benefit from being with children of different ages, maintaining separate grade levels results in an unnecessary burden for teachers. Yet, these teaching practices persist because of a "strong organizational expectation that student grade-level identities be maintained."[6] For example, state curriculum regulations require certain material to be taught at specific grade levels, students are tested on grade-level material, state reporting procedures require information by grade level, and promotion and retention policies remain in place.

ESSENTIAL INGREDIENTS OF UNGRADED PROGRAMS

Since ungraded classrooms are child-centered, they will not all look alike. But they can be expected to have at least six essential ingredients in common.

Goals of schooling. In ungraded schools, people think of the primary years as a developmental period when some children will move more rapidly than others.[1] They need to see each child as a whole person who needs help to grow socially, emotionally, physically, aesthetically, and intellectually.[5,6,9,10]

Curriculum. Ungraded schools structure the curriculum to focus on learning to learn—concepts and methods of inquiry—not specific content. Ungraded curriculum is integrated, not compartmentalized; it is age-appropriate and individual-appropriate.[5,7,10]

Teaching. Teachers' roles change dramatically in ungraded settings. They prepare the environment for children to learn, work with each other to plan the curriculum, and put kids in groups so they learn from each other.[6,10]

Materials. Ungraded classrooms have a wide variety of books and manipulative materials for a wide range of interests, ages, learning styles, and reading abilities. Grade-level textbooks are stumbling blocks to change, but some materials for whole-language reading, mathematics manipulatives, and technology-based writing are suitable for the ungraded, mixed-age approach.[6,10]

Assessment. Children's progress in ungraded programs is measured not in terms of grade-levels but in terms of each child's past individual performance. Assessment is continuous and comprehensive—taking into consideration all aspects of growth.[10,11]

Grouping patterns. Children in ungraded settings work in small groups with flexible age boundaries. Those groups provide opportunities for children to have frequent contact with other children of different personalities, backgrounds, abilities, and interests, as well as different ages. They come in contact with as many sensory, concrete experiences as possible.[10,11]

That's what Kentucky wants. The state ungraded the K-3 "to allow the 5-, 6-, and 7-year-olds to see what 8-year-olds can do and to learn from that," says Jack Foster, Kentucky Secretary for Education and the Humanities. "It replicates real life in the classroom because every one of those kids goes out there not to learn what other kids their same age can do, but to be like the big kids."[12]

NATIONWIDE INTEREST

Interest in ungraded programs may be the result of several related groups urging a more developmentally sound way to teach young children. For example, the National Governors' Association challenges schools to allow "more varied grouping arrangements that promote student interaction and cooperative efforts but are not limited to conventional age-grading practices."[13]

The Council of Chief State School Officers observes that ability grouping in elementary classrooms results in considerably different learning environments among groups, while heterogeneous grouping can make these inequitable learning environments less likely.[14]

The National Association of State Boards of Education supports new primary units that provide developmentally paced learning for 4- to 8-year-olds.[15]

The National Association for the Education of Young Children (NAEYC), which stops short of promoting ungraded primary schools, identifies ungradedness as one aspect of developmentally appropriate practice.[16]

OVERWHELMING RESEARCH

While we don't have a lot of research on ungraded programs, "we've made remarkable breakthroughs in understanding the development of children, the development of learning, and the climate that enhances that," says Ernest Boyer of The Carnegie Foundation for the Advancement of Teaching.[18] Kentucky's Hargan concurs, "We have a sound research base about how young children learn. What we lack now is a change in our practices to match what we know."[3]

How children learn. Young children learn best through active, hands-on teaching methods like games and dramatic play. "What looks like play to adults is actually the work of childhood, developing an understanding of the world."[1] The most effective way to teach young children is to capitalize on their natural inclination to learn through play.

Data on attitudes and peer relations have "tended overwhelmingly to favor" classes with students of mixed ages—graded or ungraded. But comparisons of student performance in graded and ungraded schools are inconclusive, partly because researchers failed to establish clear distinctions between the graded and ungraded settings they were comparing. Researchers agree, however, that students in ungraded classrooms do not fall behind and that they are more likely to enter the fourth grade with their classmates. Also, minority students, boys, underachievers, and low-income students benefit most from ungraded classrooms, but all students attending ungraded schools are more likely to have good mental health and positive attitudes toward school. Further, the likelihood of positive attitudes and better academic achievement improves the longer students are in an ungraded program.[8]

Classroom practices. Ungraded programs in the 1960s were associated with a lack of structure.[17] Since that time, the NAEYC and the National Association of Early Childhood Specialists in State Departments of Education have researched developmentally appropriate practices and clearly articulated the necessary structure on which to build a good program.[11]

In addition peer-tutoring—encouraging children to learn from one another—is a practice especially compatible with ungraded classrooms. More important, it is likely to have a positive effect on student learning. Research shows that organized and focused tutoring benefits tutors and learners. Further, students who are tutored outperform students who have not been tutored.[6]

Cooperative learning—small student groups that permit every student to participate in the completion of a clearly assigned task—is another practice that, research shows, can result in significant increases in student achievement, interpersonal relations, motivation to learn, and student self-esteem. For these groups to be effective, students need to be trained in cooperative work behaviors, and teachers must orchestrate the implementation of group work.[6]

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WHAT STATES CAN DO

What is best for young children and their education is well-known, but putting all of those principles into practice is not easy. To improve the chances of success for ungraded programs, states can encourage the use of new developments, as well as tried-and-true strategies. Some of these strategies are discussed below.

Put computers in the classroom. Computers facilitate learning, information gathering, and management activities in the classroom. With computers, students can learn independently, retrieve information from computer databases, and use the computer word processor to organize that information. Teachers can use the computer not only as a teaching tool, but also as a convenient way to document the work children do and how they do it.[6]

Permit site-based decisionmaking. Site-based decisionmaking—the shifting of authority for certain education decisions from state and district offices to school building staff—gives teachers the latitude to design the most appropriate education program for that school's students. This not only strengthens the implementation of ungraded programs, it also permits diversity from one school to another.

Provide for teacher training and involvement. Reaching children at their individual level of development requires sophisticated, skillful teaching—the most critical variable in the effectiveness of ungraded, multiage grouping.[6] Some teachers have difficulty implementing this kind of approach. The reason? "Our teachers are not all trained for it," says Sharon Kagan, Yale University.[17] Not only do teachers need training, they also need to be involved.

Schools that have instituted an ungraded program find that teachers adjust better when they're involved in the planning and decisionmaking.

Encourage parent education and involvement. Parent acceptance of ungraded programs is essential. When parents of students in ungraded classrooms see that their children like school, get along with other children, and learn to be good thinkers, "they become convinced."[17]

Provide for ungraded materials. Teachers need access to and information about appropriate materials for a variety of age and developmental levels. Teaching in an ungraded classroom can seem overwhelming when all the standard classroom materials are geared to single grades.

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SUMMARY

Moving to ungraded programs—a developmentally appropriate practice for 5- through 8-year-olds—is a fundamental change. Kentucky's Hargan sums it up this way:

> It's a change from conformity to diversity; from sequential, step-by-step approaches to self-paced and developmentally paced approaches; from age and ability grouping to multiage, multiability grouping. It means moving from the notion that the child should fit the school to a notion that the school should fit the child, from segregating special programs to integrating special programs, from competition to cooperation, and from failure-oriented to success-oriented schools.[3]

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Project STEPS (Sequenced Transition to Education in the Public Schools)

Project STEPS Outreach Proposal Abstract

The Child Development Centers of the Bluegrass, Lexington, Kentucky, proposes an Outreach Project for Project STEPS (Sequenced Transition to Education in the Public Schools). Project STEPS, and HCEEP Demonstration Project, developed a community-wide interagency model for the transition of children with disabilities from preschool to education in the public schools. The Outreach Project proposes to disseminate and replicate the STEPS model statewide in Kentucky in conjunction with the Kentucky Department of Education (responsible for 3-5 services), the Kentucky Cabinet for Human Resources, Department for Mental Health/Mental Retardation (Lead Agency for 0-2 services), and Head Start. This process-oriented model includes four components:

1. Administration - establishing community-wide interagency channels of communication, policies, procedures, forms and timelines for the transition process and for facilitating the three remaining STEPS components
2. Staff Involvement - providing sending and receiving agency staff with information and skills needed to work as an interagency team along with families in the transition process both on a system and child basis
3. Family Involvement - providing families with information and skills needed to work effectively with the interagency team in the transition process including (a) team based service planning and delivery and (b) accessing services provided by agencies other than the child's primary service provider
4. Child Preparation - child assessment and instructional strategies for school and home use designed to help the child acquire skills needed to function in integrated educational environments

By the end of the Project, a statewide training and technical assistance network will be in place for transition from Early Intervention Programs to Preschool Programs and from Preschool Programs to School-Age Programs. This will include:

1. Regional interagency teams of Core Facilitators will be established and will have skills and materials for conducting STEPS model training and replication in local communities. Core Facilitators will include representation form the three (3) regional networks in Kentucky responsible for training and technical assistance to local programs:
    a. 5 Kentucky Department of Education, EArly Childhood Regional Training Centers for local school districts
    b. 4 Head Start Specially Funded Cluster Coordinators
    c. 14 Mental Health/Mental Retardation (MH/MR) Regions
2. A statewide network of transition model replication sites will be established in integrated educational settings in each of the 14 MH/MR Regions involving in each locale at least on school district, MH/MR Early Intervention and Preschool, and Head Start program.
3. 23 regional Core Facilitators and 260 local program staff will be trained in the STEPS model.
4. 280 children and families will participate in effective transition procedures adopted by the 14 replication sites.

Major Outcomes From Project STEPS

State/Regional/Local Awareness & Experience with STEPS & Interagency Coordination

Trained Regional Teams

14 Replication Sites

Statewide Dissemination

State Transition Policy

Project Products

Continuation Plan

PIPC (Preschool Interagency Planning Council) Starter Kit

The following is a kit designed to help communities set up a Preschool Interagency Planning Council or PIPC. A PIPC is a group of agencies which voluntarily join together to improve services for young children with special needs. No agency requires that communities set PIPCs up. However, state and federal agencies and legislation strongly encourage interagency coordination and a PIPC is a good way of doing this.

The kit contains:

1. sample letter to send to agencies inviting them to the PIPC organizational meeting
2. agenda for first PIPC meeting
3. handouts for first PIPC meeting (may also be mailed out in advance, but have extras at the meeting too)
    a. Interagency Coordination: Making It Work - describes organizational and group dynamics to consider in setting up a PIPC.
    b. Needs Survey - to distribute at end of first PIPC meeting for members to send or bring back to second meeting. Survey confirms who will participate and what each agency hopes to accomplish in PIPC which, in turn, will help the group set priorities.
    c. Summary of PIPCs in Kentucky.

The first question is "Who gets the kit?" In other words, which agencies should be invited to join. This will vary from community to community. It is recommended that communities start with those agencies which have a direct knowledge and interest in the needs of children ages five years and younger who have special needs. Involving agencies with common interests, knowledge and terminology, facilitates communication and group identity. It may also result in starting with a smaller number of agencies which is preferable to keep the group manageable at first.

Once agencies have been targeted, set a date, time and meeting site. It may be adviseable to check with a few key prospective members in setting the date. The purposes of the first meeting are (1) to acquaint the participants to what a PIPC is, (2) to give participants a chance to get to know each other on a personal basis, critical to trust building and networking, and (3) to determine whether or not there is a desire to form a PIPC. Choose the meeting date, time and time allocation and meeting site with these purposes in mind. A more informal setting is recommended. Have refreshments and allow time for visiting. Better yet, have a breakfast or lunch meeting.

Send out a letter of invitation to the meeting. Be sure to enclose an RSVP. Follow with a phone call if necessary. Talk the meeting up among your colleagues. Communicate enthusiasm and an attitude of "this is a meeting you'll not want to miss."

To get a PIPC started, someone is going to have to take charge. Someone will have to set the meeting up and chair the first meeting or two. This person will have to provide leadership until it is possible to elect a chairperson, recorder or secretary and other officers the group feels it needs. Electing officers may be an agenda item for the second meeting if the group members know each other well. For some groups, it may be necessary for the "temporary" leader to serve in that capacity for several meetings until the group has more of a sense of identity. A critical factor here, however, is for the leader to cultivate that group identity. The

10. Have an agenda for meetings. Try to stay on task, starting and ending on time. Group members are obviously very busy people with many other responsibilities. It will be important to keep this meeting one that they will want to be sure not to miss.
11. Keep everyone involved. As the group establishes goals, make sure that each member has some type of role. As the group grows, it may be helpful to have committees, e.g. 2 or 3 members, to be in charge of staff development, a committee for family involvement, or a committee for transition administration.

Group Dynamics

1. There is no place for an "us and them" mentality. Be willing to identify both problems and solutions and to compromise. Don't ask someone else to change in order to solve a problem until you have truthfully answered the question, "What am I doing to contribute to my own problem?" Approach problems with an attitude of "it's our problem" rather than "it's your problem." Work together in seeking solutions. Successful interagency coordination requires a commitment to make it work and a willingness to try new ideas, to be creative, and to share.
2. Use good communication skills in sending and receiving messages verbally, in writing or through gestures. Be sensitive to what is said and not said and how it is said. Listen. Ask questions in an effort to learn, to understand. Keep communication open and honest. Stay in touch. Keep people informed.
3. Interagency coordination boils down to people dealing with people. People like to be treated with respect and to be able to trust and to know they are trusted. They like positive reinforcement for the "good" things they are doing. They like for others to demonstrate a desire to know and understand their programs and problems. They are less likely to change a position when they are asked to defend it.

SAMPLE LETTER OF INVITATION TO PIPC ORGANIZATIONAL MEETING

Dear ____________________________

We are interested in starting a PIPC in our area. You may know that a PIPC is a Preschool Interagency Planning Council. It is a group of agencies that join together to coordinate services for preschool children with disabilities. There are PIPCs already established in many communities in the state.

PIPCs help communities coordinate and expand existing services. Such coordination has always benefitted the children and families we serve. With the recent passage of federal legislation under PL 99-457, interagency coordination will be even more important and PIPC is a good way to do this. We'll both be joining together in this area and joining an emerging state network of PIPCs working together to improve services. It is a real opportunity.

Our PIPC organizational meeting is scheduled for:
Date and Time:
Location:

Please use the enclosed RSVP to let us know if you can attend. Hope to see you at the meeting!

Sincerely,

PIPC Meeting RSVP

Name:______________________________ Title:______________________________

Agency:____

Address:____

______________________________ Phone:______________________________

I can attend __________ Yes __________ No
I cannot attend but am interested in PIPC __________

Please return by ______________________________ __________ to:

leader needs to conduct the meeting in such a way so that the agenda for PIPC is not seen as the agenda of the leader. PIPC members need to feel that PIPC determines its own agenda based on group needs and consensus. Group members must feel they are going to their own meeting...not the meeting of the person who is serving as group leader.

At the organizational meeting, it is important to convey a friendly atmosphere to "get acquainted." Name tags including agency representation may be helpful. Even with the informal atmosphere, however, there is important business...forming the PIPC. The enclosed materials can be used or adapted to give structure to this and subsequent meetings. Meeting organizers may find it helpful to have someone from an established PIPC or from a state agency come to the organizational meeting to share information on PIPC and other encouragement to the group. Information on established PIPCs can be obtained from the Office of Education for Exceptional Children, Kentucky Department of Education, Capital Plaza Tower, Frankfort, KY 40601 or from the Division of Mental Retardation, Department for Mental Health and Mental Retardation, Cabinet for Human Resources, 275 East Main, Frankfort, KY 40621.

Good luck!

PRESCHOOL INTERAGENCY PLANNING COUNCIL SURVEY

1. Agency Name: ______________________________

   Mailing Address: ______________________________

   ____

   Phone: ______________________________

   PIPC Contact Person: ______________________________
   (Name) (Title)

   Agency Head: ______________________________
   (Name) (Title)

2. Please provide a brief description of the services that you provide to preschool children (ages birth through 5 years) with disabilities. Please write in a brief narrative paragraph telling basically (1) whom you serve, (2) geographic restrictions, (3) type of service(s), (4) eligibility requirements, etc.

3. Please identify ways in which you would like to work with PIPC in addressing community needs (please rate by number with number 1 being the thing that should be first priority):

   ________ Transition

   ________ Public Awareness on the Need for Early Intervention/Special Education

   ________ Joint Staff Training

   ________ Cross Program Visitation

   ________ Joint Parent Training

   ________ Sharing of Materials

   ________ Child Find/Screening

4. Do you know other agencies which should be involved in PIPC?

Agency Name	Contact Person	Phone

PIPC (Preschool Interagency Planning Council) Organization Meeting Agenda

Introductions

What is a PIPC and how did they get started?

Why is there a need?

- coordinate services
- improve services
- PL 99-457
- Kentucky Education Reform Act

What can a PIPC accomplish?

What are additional benefits?

What are tips on making a PIPC work?

- organizational strategies
- group dynamics

DECISION: Do we form a PIPC?

If so, plans for the next meeting:

- survey to complete and bring or send back
- plans for choosing a chairperson and recorder
- plans for next meeting

Adjournment

EDUCATION AGENCIES PARTICIPATING IN OUTREACH

Agencies and Location	Current Services	Anticipated Outreach Impact
SEA: Kentucky Department of Education, Office of Education for Exceptional Children **Statewide**	1) Responsible for programs providing special education and related services to handicapped children ages 3-21 2) Monitors compliance with federal and state law 3) Provides training and TA to local programs 4) Planning for service expansion down to age 3 by 1990-91 5)Primary Focus: local school districts.	1) Transition network statewide using consistent and effective procedures. 2) State Liaison trained in transition and available to provide ongoing training and TA 3) Project products located at state office 4) All regional and local programs aware of STEPS model 5) At least 1 PIPC and Replication Site available in every region statewide. 6) Multi-level interagency network statewide at regional and local levels for planning and implementing service expansion for PL 99-457, Section 619, compliance.
Early Childhood Regional Training Centers **5 across Kentucky**	1) Provide training and TA to agencies serving handicapped children ages 3-5. 2) Primary Focus: local school districts.	1) Have available consistent transition porcedures and effective interagency network with the region. 2) Effective working relationships established with regional staff from other 2 state networks 3) Regional staff trained in transition and available to provide ongoing training and TA 4) Project products located at regional office. 5) All programs within region aware of STEPS model. 6) At least 1 PIPC and Replication Sit4e in every region.
Local School Districts **176 in all 120 Kentucky counties**	1) Serve handicapped children beginning at age 3 2) A limited number serve children under age 5 primarily by operating Head Starts or MH/MR affiliates or via contracts with these programs. New byt limited services are developing through PL 99-457 funding.	1) 14 local Replication sites with effective transition procedures and PIPCs 2) Effective transition procedures in place for children, families, and staff at each site. 3) Programs not serving as project Replication Sites will have available in their region replication sites for TA in adopting transition procedures, products, and training

MH/MR Agencies Participating In Outreach

Agencies and Location	Current Services	Anticipated Outreach Impact
Lead Agency: Cabinet for Human Resources, Department for Mental Health and Mental Retardation (MH/MR) Statewide	1) Provide funding and related moitoring, training, and TA to local provate non-profit programs serving handicapped children ages birth to 5 years - programs affiliated with the MH/MR regions. 2) Lead agency for developing and implementing the state plan for complinace with Part H, PL 99-457 (Birth to 2 services)	1) Transition network statewide using consistent and effective procedures. 2) State Liaison trained in transition and available to provide ongoing training and TA. 3) Project products locateds at state office 4) All regional and local programs aware of STEPS model. 5) At least 1 PIPC and Replication Site available in every region statewide. 6) Multi-level interagency network statewide at regional and lcoal levels for planning and implementating program for Part H, PL 99-457 (0-2) and transition into 3-5 services.
Mental Health/Mental Retardation Regions (MH/MR) 14 across Kentucky	1) Provide funding flow through and related monitoring to local programs. 2) Provide training and TA to affiliate programs 3) Conduct regional planning for MH/MR Services	1) Have available consistent transition procedures and effective interagency network with region. 2) Effective working relationshops established with regional staff from other 2 state networks 3) Regional staff trained in transition and available to provide ongoing tranining and TA. 4) Project products located at regional office. 5) All programs within region aware of STEPS model. 6) At least 1 PIPC and Replication Site in every region.
Private Non-profit Agencies Operated by or Subcontractees of MH/MR Region Programs in 73 of 120 Kentucky Counties	1) Provide early intervention services (0-2); most home-based in rural areas. 2) Provide preschool services; most center-based in West and Central Kentucky and home-based in East Kentucky.	1) 14 local Replication sites with effective transition procedures and PIPCs 2) Effective transition procedures in place for children, families, and staff at each site. 3) Programs not serving as project Replication Sites will have available in their region replication sites for TA in adopting transition procedures,

Head Start Agencies Participating In Outreach

Agencies and Location	Current Services	Anticipated Outreach Impact
Head Start Training and Technical Assistance (TA) Center and Head Start State Liaison Office Statewide	1) Multi-state project providing statewide training and TA to local Head Starts.	1) Transition network statewide using consistent and effective procedures. 2) State Liaison trained in transition and available to provide ongoing training and TA. 3) Project products located at state office. 4) All regional and local programs aware of STEPS model. 5) At least 1 PIPC and Replication Site available in every region statewide. 6) Other states in multi-state project area will have available transition personnel and products.
Head Start Clusters 4 across Kentucky	1) Provide training and TA to local Head Starts.	1) Have available consistent transition procedures and effective interagency network with region. 2) Effective working relationshops established with regional staff from other 2 state networks 3) Regional staff trained in transition and available to provide ongoing tranining and TA. 4) Project products located at regional office. 5) All programs within region aware of STEPS model. 6) At least 1 PIPC and Replication Site in every region.
Local Head Start Programs 33 programs serving 106 of 120 Kentucky Counties	1) Services for children age 3-4 years old. 2) Two counties have infant projects	1) 14 local Replication sites with effective transition procedures and PIPCs 2) Effective transition procedures in place for children, families, and staff at each site. 3) Programs not serving as project Replication Sites will have available in their region replication sites for TA in adopting transition procedures, products, and training

PRESCHOOL INTERAGENCY PLANNING COUNCILS (PIPC)

Kentucky's Network of Local Interagency Councils for Services to Children Birth - 5 with Special Needs

History

In 1983, agencies in Lexington, KY serving children with disabilities ages birth - 5 years formed a Preschool Interagency Planning Council (PIPC). This group was established prior to the 1986 passage of PL 99-457 at a time when no state of local agency had responsibility for insuring services for children with disabilities under the age of 5 years (age for public school kindergarten). PIPC was formed in response to the system of services at that time which was characterized by:

1. diverse services providers which, if not coordinated, could lead to service fragmentation on a system and child/family level,
2. funding which was inadequate, unstable and fragmented and
3. lack of one lead agency at the local or state level responsible for coordination, funding, and leadership for services for children birth - 5 years and their families.

PIPC proved to be an effective vehicle for responding to these needs. Interagency coordination came to be seen not as something extra that agencies did but rather as a tool or resource that agencies used to meet the needs of both their respective agencies and their communities as a whole. As other Kentucky communities began to see the need for and benefits of interagency coordination, PIPC became a grassroots movement. PIPC was so well recognized that the term "PIPC" was retained when PL 99-457 was passed rather than adopting another name such as Local Interagency Coordinating Council to be more reflective of a birth - 5 focus.

In 1984, the Kentucky Department of Education Early Childhood State Planning Grant became a vehicle for stimulating further PIPC development. It set up a method of peer mentoring to link individuals from established PIPCs with groups wanting to form a PIPC. It promoted visibility and networking for PIPCs at the state level. It provided mini-grants of up to $1,000.00 to PIPCs for interagency activities. These grants were frequently used to develop PIPC brochures, to conduct public awareness campaigns, to conduct interagency training and to establish transition procedures.

Current Status

There are now more than 40 PIPCs in all geographic areas of Kentucky in both urban and rural settings. This statewide PIPC Network:

1. helps local communities improve services in response to local resources and needs as well as state initiatives,
2. promotes interagency and interdisciplinary networking and advocacy for services for young children with special needs on a community and statewide basis, and
3. facilitates activities for statewide program development and implementation in response to:
   a. PL 99-457 provisions for preschool children with disabilities (Part B,

Section 619) and for infants and toddlers with disabilities (Part H) and their families.

b. Kentucky Education Reform Act provisions for educational programs for preschool children with disabilities and 4 year old children who are at-risk (free lunch eligible) and for Family Resource Centers which include services for children (and families) beginning at age 2 years

c. Interagency collaboration initiative through a variety of federal, state and/or local programs such as education, health, social services, Head Start, etc.

PIPC Focus

The focus of each PIPC is locally determined. An overall common purpose is

> to coordinate and improve services to young children with special needs through interagency approachers which are both programmatically sound and cost effective.

In most instances, PIPCs focus on:

1. Children ages birth through 5 years and their families
2. Children with a variety of special needs (e.g. disabilities, at-risk, ect.)
3. Services available from a variety of agencies and disciplines that have an "early intervention and preschool" orientation
4. System coordination rather than service coordination for individual children and families (although some PIPCs include this focus)

Membership

PIPC membership varies in each community to reflect local needs. Typical membership includes private early intervention providers, programs affiliated with Mental Health and Mental Retardation Boards, public schools, and Head Start. It may also include parents, higher education representatives, medical staff (doctors, nurses, health department staff), social service agency staff, child care staff, ect.

Voluntary vs. Mandated

PIPCs are voluntary related to establishment, membership and activities. State agencies highly encourage but do not mandate PIPCs.

State Level Facilitation

State level initiative help to promote and reinforce the need for and benefits of interagency coordination through PIPCs. For the most part, these initiatives are low cost related to funding and manpower and reflect building interagency coordination/PIPC "into" a variety of structures within the system rather than having a separate "PIPC" structure.

1. KYICC - Policies developed by the Interagency Coordinating Council (ICC) under PL 99-457, Part H recognize and reinforce the existence of local PIPCs. The ICC relies heavily on PIPCs for input on policy developments related to infants and

toddlers with disabilities and their families. In some cases, PIPCs participate in model project pilot sites.

2. KY Core Team - A state level interagency administrative core team consists of representatives of the Kentucky Department of Education, Cabinet for Human Resources (Part H Lead Agency) and Head Start (KY received a Head Start Collaboration Grant in 1990). The team meets monthly to coordinate interagency program planning and implementation for children ages birth - 5 years and their families. PIPC coordination is not a formal function of this team in the technical sense. However, the core team deals with a variety of interagency programs and issues which impact local PIPCs. In some respects, the core team mirrors agency membership of local PIPCs. The core team helps to increase the likelihood that programs operated by its member state agencies will promote interagency coordination at the state and local level. Core team agencies actively solicit PIPC input on policy and program development.
3. Statewide PIPC Forums
    - a. Purpose - These forums are a time for PIPCs to network with each other, to receive training, to foster interagency coordination, and to acquire information on current initiatives and issues at the State Level related to programs operated by or through the KY Department of Education, the Cabinet for Human Resources, and Head Start. The forums are also actively used by state level staff to solicit grassroots input on a variety of issues, particularly related to how proposed state programs and policies will impact local implementation and interagency issues.
    - b. Funding - The Kentucky Department of Education and the Cabinet for Human Resources rotate from meeting to meeting financial responsibility for the forums. The sponsor covers the meeting site costs and lunch for participants. Participants cover all other travel and, where necessary, lodging expenses.
    - c. Schedule - PIPCs meet together in one day statewide forums 3 to 4 times a year. Forums are frequently scheduled to dovetail with other meetings to facilitate participation.
    - d. Responsibility - This reflects a partnership between state agencies and local PIPCs. This partnership includes helping to maintain an official PIPC mailing list.
        - 1. The meetings are operated by a meeting facilitator and recorder. These are PIPC members elected to annual terms. Each forum concludes with plans and an agenda for the next meeting.
        - 2. The Kentucky Department of Education and Cabinet for Human Resources rotate assistance to the forums in the form of circulation of meeting notices and minutes (taken by the PIPC recorder).
    - e. Newsletters - A federally funded Early Childhood Outreach Project, Project STEPS, includes a PIPC article in each issue. PIPC activities are also highlighted in the state newsletter of the KY Division for Early Childhood (DEC). Both newsletters are sent to the PIPC mailing list.
5. PIPC Starter Kit - This is available through the Kentucky Department of Education, the Cabinet for Human Resources, and the Head Start Specially Funded Coordinators as a resource in setting up PIPCs. This kit includes suggestions for interagency collaboration and materials (sample organization letter, agenda and survey).

6. Project and Program Guidelines - State agency funding applications, program guidelines and technical assistance materials refer to the existence of PIPCs and reinforce the need for local interagency coordination. These are disseminated on an interagency basis to all PIPCs and agencies that are impacted directly and indirectly. For example, the dissemination of and training for the application for state Kentucky Department of Education funds to implement preschool programs for children with disabilities includes not only school districts (responsible lead agency) but also the programs with which local school districts are encouraged to collaborate on service delivery such as Head Start and early intervention providers.
7. Training and Technical Assistance - Various state agencies and organizations adhere to a philosophy that agencies that learn together have a greater likelihood of working together. A common knowledge base is a great equalizer in interagency coordination where equality and balance of power are such critical elements. Nearly all training sponsored by the Kentucky Department of Education, the Cabinet for Human Resources and Head Start is publicized through the PIPCs to attract an interagency audience. The Kentucky DEC sponsors an early childhood strand at two annual special education conferences. It is customary for these strands to feature one of more sessions related to a PIPC and to have PIPC information tables to showcase PIPC activities.
8. Project STEPS - This is a federally funded project through the Early Education Program for Children with Disabilities (formerly Handicapped Children;s Early Education Program). It was an early childhood transition Demonstration Project in Kentucky from 1984 to 1987 and is a statewide Outreach Project for 1989-1992. THis project has established a statewide interagency training and technical assistance network at the state, regional, and local level through the state networks for education, Part Ha and Head Start. Regional staff from these three networks have all been trained in how to help establish a PIPC and have been given resource materials on this topic. Finally, each Project STEPS local replication site is required to have a PIPC.

Logistics

Most PIPCs meet monthly in regularly scheduled meetings. Most have a chair and recorder. Many use committees for special projects. Most focus on selected activities annually based on group identified priorities. The meeting site is often rotated to foster cross program visitation.

Geographic Area

There is no prescribed geographic area served by the PIPCs. Rather, the PIPCs are most typically established along common service boundaries. This may be on a community, county or multi-county basis. Currently, PIPCs exist in all areas of the state, but do not fully represent all communities in Kentucky.

Financing

While there is no formal financing for PIPCs, local PIPCs have used a variety of strategies for carrying out their activities such as:

1. Incorporating so that the PIPC can serve as fiscal agent. This has very limited use due to the length of time and paperwork required. Some communities see this as very beneficial while others may see this as a threat to existing agencies.
2. Use of one PIPC member agency to serve as fiscal agent for PIPC projects when funds are involved. This is the more common strategy and may be rotated among members depending on the project.
3. Activities of special projects to fund PIPC/interagency activities. Examples that have been used in Kentucky include HCEEP projects, Part H funded projects, activities funded with Part B, Section 619 funds, projects funded through private foundations and service organizations (e.g. local advertising support for public awareness campaign).
4. Pooling of individual agency personnel, materials and/or resources on community-wide project. In most instances, PIPC activities are not additional duties that agency personnel carry out. Rather, the member agencies are using interagency activities as a way to accomplish agency goals. Therefore, it is common to see collaboration on activities and goals that the individual agencies share such as Child Find, screening, public awareness, transition, staff development, parent training, ect.
5. Paying dues to cover the costs of PIPC activities such as mailings or charging a nominal fee for PIPC sponsored training.
6. Rotating the PIPC chair and recorder responsibilities on an annual basis so that any accompanying expenses are likewise shared through rotation.

Common PIPC Activities

Activities vary based on local need and resources. A sampling includes:

1. Needs assessment resulting in data for local state and federal sources; development of comparative analysis of services.
2. Community-wide interagency model for the transition of children with disabilities from infant and toddler programs to preschool and from preschool to primary school.
3. Mental health services training for staff
4. Study of a community-wide transportation system for preschool children with disabilities.
5. Public awareness concerning the benefits of early intervention and services available in the community through:
    a. development and mass dissemination of PIPC brochures
    b. interviews with the media
    c. public speaking and booths at information fairs
6. Collaboration on service delivery through contracting and cooperative service arrangements to maximize community resources to be as responsive as possible to individual child and family needs.
7. Cross program visitation for staff from various agencies.
8. Joint staff and parent training, ongoing information sharing and the sharing of materials and equipment.

9. Establishing a single point of entry system through a PIPC for case management/service coordination.
10. Community-wide Child Find and screening activities.
11. Collaboration with local universities on special training grants.
12. Advocacy for early intervention and preschool services with other groups in the community such as physicians, therapists, the public schools, child care council, the lead agency and regional mental health/mental retardation board.
13. Coordination with physicians and common local policies and joint training on communicable diseases and use of medical procedures (e.g. catheterization), first aid and CPR.
14. Coordination of local policies, procedures and forms for compliance with PL 99-457 and other legal requirements for programs for young children with special needs.
15. Community-wide interagency planning regarding service expansion and further coordination related to PL 99-457.
16. Advocacy for passage of state and federal legislation.

INTERAGENCY COORDINATION
MAKING IT WORK

Accessing services for children with special needs can often present "closed doors" resulting from a fragmented service delivery system composed of a variety of service agencies with a variety of program orientations, eligibility criteria, and guidelines. There are no easy ways to "unlock" these doors. However, through working together, agencies can help children and their families in accessing services and in making the transition from one service agency to another. As a result, interagency coordination has become a common theme in human services. While it can be a challenge, making interagency coordination work is facilitated by basic organizational strategies and principles of group dynamics.

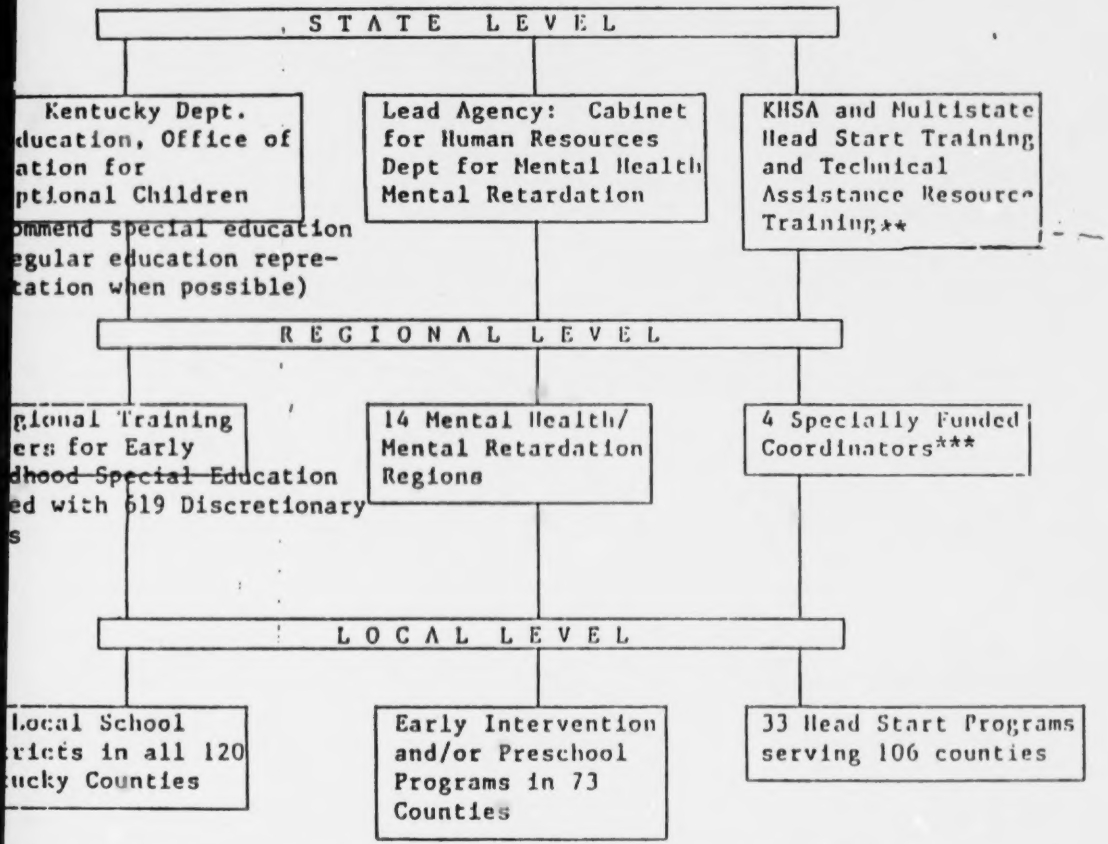
Organizational Strategies

1. Start with agencies which are genuinely interested, even if the group is small. As the group progresses and has accomplishments, others will likely want to join. There are some advantages in starting small, because the group is more informal and easier to manage.
2. Choose a regular meeting date and time, e.g. the first Tuesday of each month.
3. Elect a chairperson for the group.
4. Elect a recorder for the group. Take minutes of each meeting to circulate among members and others (potential members, agencies that need to be kept abreast of the group's activities).
5. Initial activities should focus on getting to know each other. These may include (1) simple needs assessment to identify services provided by members and things to do as an organization, (2) a tour of member agencies' programs (if membership is small) or collection of fact sheets on each agency to share, or (3) an identification of things each can "share" and things they "need" from collaboration. This will lead to the discovery of things in common as well as the benefits of diversity, setting the foundation for an ultimate group identity.
6. Establish one of more goals...a purpose... from the start. Goals can and should change with time and as things are accomplished needs change. In goal setting, priorities can be established based on (1) needs of individual agencies and the community at-large, (2) the degree to which personnel and financial resources are currently in place to assist in carrying out the goal, (3) the availability of funding through grants or other sources with which to develop the goal, and (4) the degree to which addressing a particular strategy appears to be a timely issue. The bottom line is to choose immediately something about which all can agree, which is low cost in time and money, which has a high likelihood of success and which will give the group some visibility.
7. Publicize interagency efforts, including a listing of member agencies. Public Relations will help your efforts acheive credibility, will help promote awareness of preschool services, and will help member agencies.
8. Don't be in a hurry. Start small and have reasonable goals. Set the group up for success. Keep activities manageable.
9. Allow time to get to know other group members as individuals. For example, serve refreshments and allow time to "get acquainted" or schedule meetings so that members can go for coffee or a meal afterwards. It will take time for the members to build "trust" in each other and in the group itself.

FIGURE 1

ucky Agencies Providing Direct and Support Services
Handicapped Children Birth - 5 Years

rrelationship of State, Regional and Local Programs*


STATE LEVEL
Kentucky Dept. ducation, Office of ation for ptional Children
ommend special education egular education repre- tation when possible)
Lead Agency: Cabinet for Human Resources Dept for Mental Health Mental Retardation
KHSA and Multistate Head Start Training and Technical Assistance Resource Training**
REGIONAL LEVEL
gional Training ers for Early dhood Special Education ed with 619 Discretionary s
14 Mental Health/ Mental Retardation Regions
4 Specially Funded Coordinators***
LOCAL LEVEL
Local School ricts in all 120 ucky Counties
Early Intervention and/or Preschool Programs in 73 Counties
33 Head Start Programs serving 106 counties

Roles

State Liaisons (1 Ed, 1 MH/MR, 2 HS)

1. Advise on state issues.
2. Disseminate materials.
3. Insure state coordination
4. Recommend policy.
5. Input on continuation plans.

23 Core Facilitators

1. Advise on issue and policies.
2. Provide training and technical assistance to local sites (14 teams).
3. Disseminate materials.
4. Recommend state policy.
5. Develop continuation plan.

14 Replication Sites (local team of at least 1 MH/MR, 1 Ed, 1 Head Start)

1. Replicate/adapt STEPS.
2. Be model for other sites.
3. Provide input on products and policy

5 Round 1 sites	1990-91
9 Round 2 sites	1991-92

a on local programs was accurate as of the date of development of the EPS Project Grant proposal in 1989; some numbers have changed, but they relatively accurate.

is model at the State level for Head Start was chosen due to no state fice for Head Start. As of 1991, KY has a Head Start State Collaboration nt which is being involved in a "State Liaison" capacity.

led through Region IV RAP.

BEST COPY AVAILABLE

▬ 14 MENTAL HEALTH/MENTAL RETARDATION REGIONS
✚ 5 KENTUCKY DEPARTMENT OF EDUCATION
EARLY CHILDHOOD REGIONAL TRAINING CENTERS
● 4 HEAD START SPECIALLY FUNDED COORDINATORS

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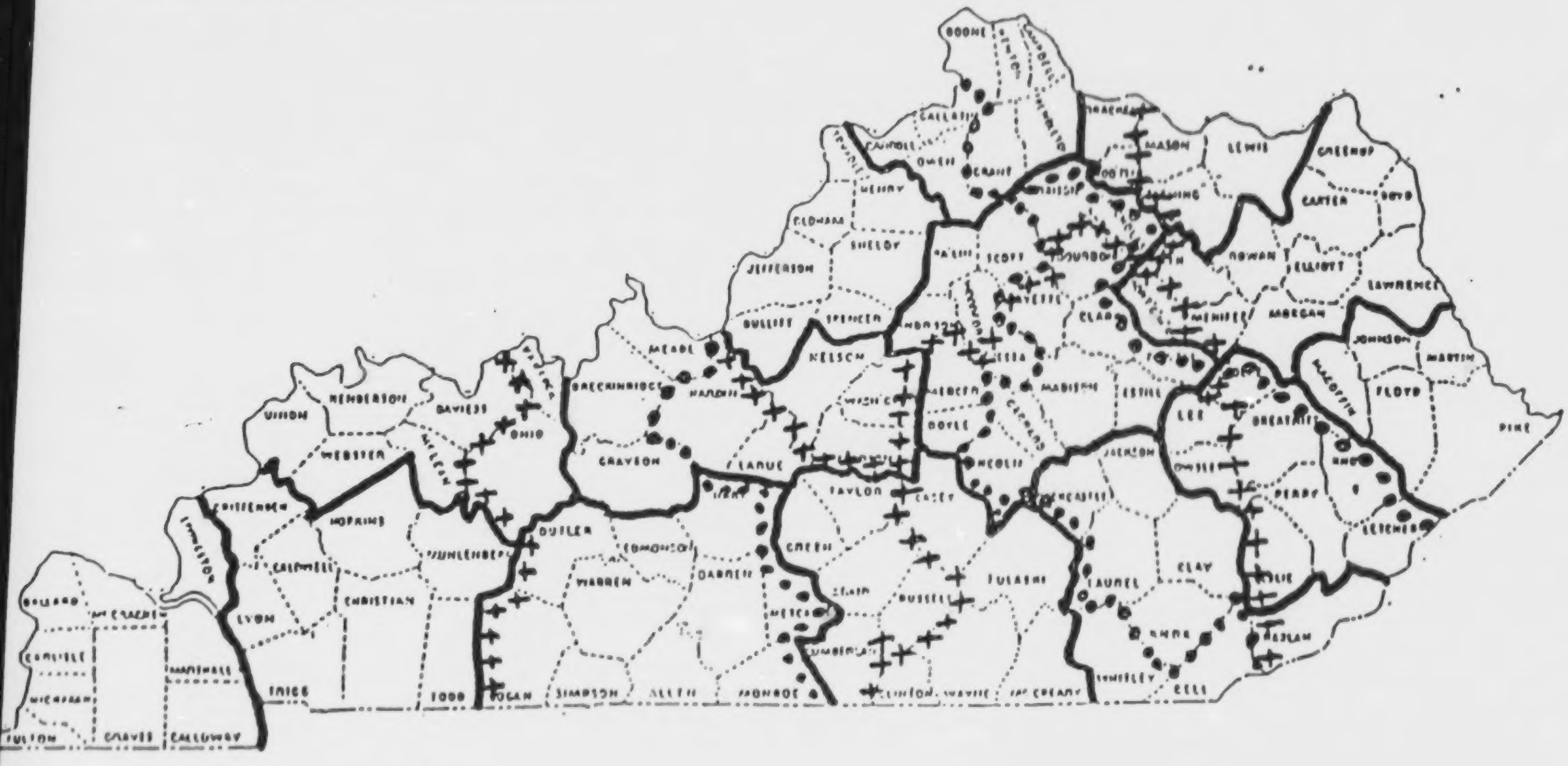
23 REGIONS/CORE FACILITATORS STATEWIDE

FIGURE 2

REGIONAL NETWORK INTERFACE


BOONE
CARROLL
OWEN
GRANT
HENRY
OLDHAM
SHELBY
JEFFERSON
SPENCER
NELSON
MEADE
HARDIN
BRECKINRIDGE
GRAYSON
HENDERSON
DAVIESS
UNION
WEBSTER
OHIO
CRITTENDEN
HOPKINS
CALDWELL
MUHLENBERG
BUTLER
EDMONSON
WARREN
BARREN
CHRISTIAN
LYON
TRIGG
TODD
LOGAN
SIMPSON
ALLEN
MONROE
METCALFE
GREEN
ADAIR
TAYLOR
CASEY
RUSSELL
PULASKI
CUMBERLAND
CLINTON
WAYNE
McCREARY
WHITLEY
BELL
KNOX
LAUREL
CLAY
LESLIE
HARLAN
LETCHER
PERRY
BREATHITT
OWSLEY
LEE
JACKSON
ESTILL
MADISON
CLARK
SCOTT
MASON
LEWIS
GREENUP
CARTER
BOYD
ROWAN
ELLIOTT
LAWRENCE
MORGAN
MENIFEE
JOHNSON
MAGOFFIN
MARTIN
FLOYD
PIKE
MERCER
BOYLE
LINCOLN
LARUE
BALLARD
McCRACKEN
CARLISLE
HICKMAN
FULTON
GRAVES
CALLOWAY
MARSHALL
LIVINGSTON

This figure depicts the regional boundaries of the 3 major statewide providers of services to handicapped children age 0-5. Representatives from each of these regions in each of these 3 networks will form interagency teams as Core Facilitators for the Outreach Project. Every county in Kentucky will have an interagency Core Facilitator Team available to it.

BEST COPY AVAILABLE

Figure 3

Project STEPS Statewide Replication Model
Interrelationship of Agencies and Project

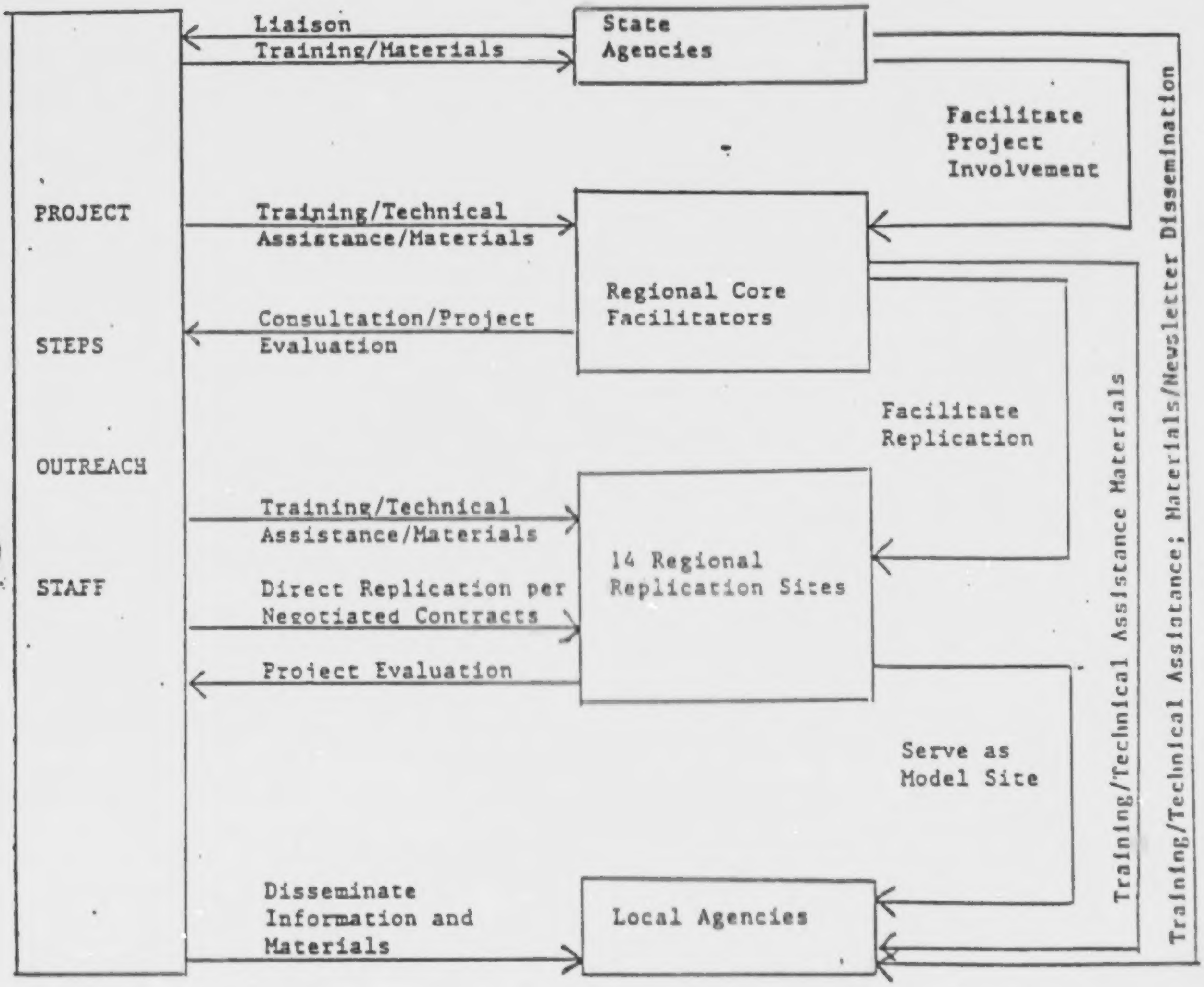

PROJECT
STEPS
OUTREACH
STAFF
Liaison
Training/Materials
State Agencies
Facilitate Project Involvement
Training/Technical Assistance/Materials
Regional Core Facilitators
Consultation/Project Evaluation
Facilitate Replication
Training/Technical Assistance/Materials
14 Regional Replication Sites
Direct Replication per Negotiated Contracts
Project Evaluation
Serve as Model Site
Disseminate Information and Materials
Local Agencies
Training/Technical Assistance Materials
Training/Technical Assistance; Materials/Newsletter Dissemination

Figure 4

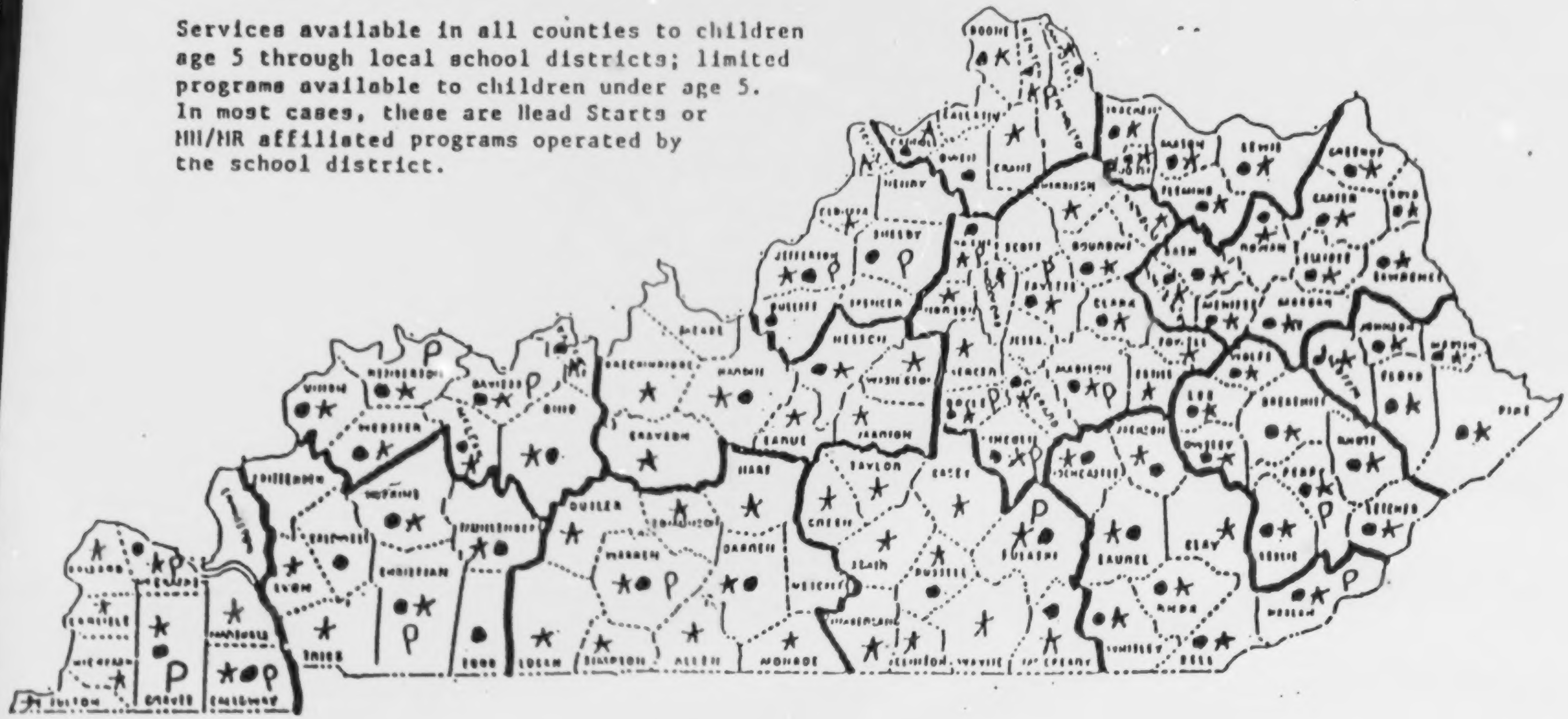
Project STEPS Replication (MH/MR) Regions
(One Replication Site Selected Per Region)

P - Preschool Interagency Planning Councils

● - Early Intervention and Preschool Services affiliated with MH/MR Regions (mostly home-based in Eastern KY)

★ - Head Start Services for Children ages 3-4

Services available in all counties to children age 5 through local school districts; limited programs available to children under age 5. In most cases, these are Head Starts or MH/MR affiliated programs operated by the school district.



Parental Involvement: How to Plan for It

Planning For Parental Involvement
In
Early Childhood Education

**A Guide for Teachers, Administrators,
Parents, and Parent Coordinators**

by
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September 1981

Barbara
JAWN
JANET
Daddy
Mommy

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Preface

This article is a product of the Interdepartmental Capacity-Building Project, a program through which two departments of state government — Education and Human Services — have worked cooperatively in areas of mutual interest and responsibility. During 1978-79, the project conducted a pilot study in which the quality of child care center programs was analyzed and evaluated by teachers and parents of young children. Six components were identified as significant for planning and evaluating early childhood programs: the educational program, adult-child interaction, staff relations, parent participation, staff training, and allied services. These components were incorporated into a *Self-Study Process for Preschool Programs* (Warrence and Kornegay, 1980), which provides staff and parents with procedures for determining priorities and evaluating progress toward chosen objectives.

In this guide, principles for involving parents and using allied services have been adapted to help teachers and caregivers, parent involvement coordinators, and family life coordinators plan effective ways to involve parents in early childhood education programs.

The guide offers suggestions for cooperation between school or child care center and home and provides guidance to parents for their participation in centers and schools. It describes the necessary steps in planning systematically for varied parent involvement in an early childhood program, includes examples for clarification, and an appendix and resource list provide further assistance.

Parental Involvement in Early Childhood Education

Introduction

There are many ways in which parents can enrich the programs of early childhood education for their children. They can help by serving as teachers, resources, learners, decision makers, and advocates.

Parental involvement is a very important aspect of early childhood education. Young children identify strongly with their parents, and parents are learning to share the care and education of their children without other adults. Children's growth and development are more readily assured when home and school work together. Parents are truly the child's first and continuing teachers, and teachers "parent" as they teach through love, affection, and guidance. Planning for the linkages between the home and school will be beneficial to all — parents, teachers, administrators, and especially the children.

The steps in planning for parental involvement are the same as those for planning all other parts of an educational program: establishing a philosophy or rationale, developing goals, assessing needs and resources, defining objectives, designing program activities, identifying necessary resources, and evaluating what was accomplished. Ideally, parental involvement will be planned as one component of the total program of early childhood education.[1] Systematically planned parental involvement can assure that early childhood educators achieve their goals for home-school partnership — by either having parents assist in the classroom, help with a class project, learn about child development, participate in developing a program philosophy, or seek community support for additional resources.

Preliminary Planning Steps

Before offering activities for parents, early childhood educators should ask themselves several questions. The answers provide the basis for seeking the involvement of parents.

Why Is It Desirable That Parents Be Involved in the Early Childhood Program?

In recent years, many educational programs for young children have strongly emphasized participation of parents. From their background of experience, teachers and parents know some extremely important reasons to encourage parents to participate.

1. Parental participation helps the children.
   - When parents know the program well and support it actively, their children are more likely to feel comfortable and ready to learn.
   - Children's learning and future achievement are enhanced by well-planned parental involvement.

2. It benefits the educational program.
   - Parents can offer welcome assistance in regular classroom activity and in special projects and events, sharing their interests and special skills.
   - They are more likely to become supporters of the program, advocating its continuation and, perhaps, its expansion.

3. It is rewarding to the parents themselves.
   - Participation in the child care center or early childhood education program gratifies the parents' natural wish to know what and how their children are doing.
   - Contribution of time, talents and opinions reassures parents that the program will reflect some of their own family values for their young children.

What Is To Be Achieved?

Almost all programs want to inform parents about the educational program and the child's progress. However, the greatest mutual benefits result from more ambitious and comprehensive goals. For example, parents' participation may be sought to:

- provide a link between home experiences and the education program
- encourage and maintain communication between parents and staff
- give the parent the opportunity to observe his/her child interacting with other children and adults
- include parents in planning, implementing and evaluating the education program
- include parents in a variety of activities in the early childhood program, e.g., language arts, music, storytelling, field trips, meal time, indoor or outdoor play
- provide situations in which parents can meet and share ideas, concerns, and activities with parents of other children
- strengthen the parent's ability to provide a positive and happy home environment for the family
- help parents expand their understanding of the principles of child development in the areas of physical, social, emotional, and cognitive development
- help parents learn about resources available to them as needed, e.g., local, state and national child care services, food programs, counseling, consumer information, etc.
- encourage parents to reinforce and enrich children's learning through suitable parent-child activities at home

The goals suggested above are broad enough to involve parents with their children, the educational staff, and other parents in many ways. The goals shown are examples only. Personnel of each program will want to establish those goals which are the most relevant, realistic, and beneficial to the parents and the children.

What Interests Do the Parents Have in Being Involved?

Assessing concerns and needs is necessary to ensure that planned activities are relevant to parents' lives. Developing a parent program without consulting the parents can result in low interest and participation. Parents, children and staff can all provide information for assessment purposes.

1. Parents are deeply interested in their children.

   Children are the subjects of the strongest and most persistent attention of parents. Parents want to know about the particular interests and abilities of their own children and the developmental characteristics of children in general.

Ideas for parent group discussions, parent-teacher conferences, newsletters, and parent projects can be found in informal classroom observations; anecdotal records of individual children; tape recordings, films and photographs of classroom activities; articles for parents in popular magazines and newspapers; TV programs about families (and other mass media); educational films on child development and child rearing; and books on normative child development and learning.

2. Parents have compelling personal and family concerns. Parents' interests are not limited to the young son or daughter in the program. They are also concerned about other family members, social and economic matters, and personal talents. The teacher will want to know as much as possible about the parents' own interests, skills, and ideas for participating in the program.

   The interests and needs of parents may be assessed through telephone or face to face interviews; a suggestion box; a written questionnaire or "interest finder"; application or registration information; an evaluation of previous activities; formal and informal conferences with staff and other parents; discussion groups; letters, notes, or other written comments; and observations of parent-child-teacher relationships.

   Other factors to be considered are the circumstances in which the children and their families live, the racial and ethnic characteristics, the family structure, and the occupations and educational backgrounds of parents.[2]

   In developing the plan for parental involvement, the teacher will want to know which parents are employed, which ones are new to the school or community, and what time they have to participate. This kind of information is very useful. For example, the teacher may see a need to have flexible parent-teacher conferences and flexibly scheduled discussion groups for working parents. The teacher may identify parents with certain skills and hobbies and invite them to share with the children, thereby enriching the children's educational experiences.

3. Community agencies and professional groups can provide suggestions for activities and topics.

   Besides the information teachers obtain from children and parents, they may consult additional sources of ideas for parental involvement such as community resources, e.g., health, social services; professional journals; appropriate workshops, seminars, conferences; legislation concerning families, human services, institutions; advocates for children and parents; parent groups and organizations; bilingual, ethnic, cultural organizations; and other representative neighborhood groups.

   Making an inventory of available resources comprises a very important part of needs assessment. The same instruments and procedures which have been used to identify the needs and interests of parents and staff (see above) may also serve to help teachers and administrators uncover resources, for example, the skills and interests of parents and staff which have been reported on questionnaires and in conversations. The community resources, mass media channels, community organizations, and governmental agencies mentioned earlier also provide clues to available resources.[3] Examples of ways to use human resources are discussed in detail on pages 143 and 144.

How Will the Goals of Parental Involvement Be Achieved?

The goals a program has for parent participation will guide the development of ways in which parents will be involved. The following objectives are examples of ways in which the goals suggested on page 140 can be achieved:

- Parents will share information about the child and the relationship of this information to school experiences in formal and informal conferences.

- Parents will deepen their understanding of the relationship of various class activities or curriculum areas to a child's growth and development by attending parent meetings and workshops, observing the classroom, reading magazines and journals, etc.

- Parents will participate in a variety of school activities that interest the child, e.g., social activities, workshops, classroom experiences, field trips.

- Parents will become involved in the planning, implementation, and evaluation of the educational program, through participation on a planning committee or as a classroom volunteer, by helping with special classroom projects, assessment, evaluation, etc.

- Parents will foster development of a wholesome self-concept for the child by praising the child, displaying interest in the child's home and school activities, providing nourishing meals, etc.

- Parents will help children learn at home by reading to them, using teacher-suggested home activities, taking short trips to museums, movies, libraries, etc.

The objective of parental involvement should reflect the purposes and philosophy of the school or center. However, if parents' participation is to benefit their children, themselves, and the program, the objectives must be broad enough to assure those outcomes. Parents and staff will understand the program better if its philosophy, goals, and objectives are shared through leaflets, newsletters, memos, parent handbooks, or parent bulletin boards.

In What Specific Ways Will Parents Be Involved?

The diversity among parents and the variety of their needs and interests require variety in activities. Parents may or may not be employed outside the home, married or single, English-speaking or bilingual, new to the program or "repeaters." Each parent brings a different experience to the program, with individual likes and dislikes. Knowledge of this diversity enables the staff and parents to select activities which meet the needs of all the parents.

1. Parents Are Teachers. Learning-training activities for parents and child occur in the classroom, center, and home. The parent is the child's first and most significant teacher, a role that can be enhanced by the early childhood program.

Parents may:

- serve as a room parent with rotating responsibilities
- volunteer in the classroom for special events
- share a special skill or hobby with the children
- assist as a teacher's aide or substitute
- enrich classroom activities at home, e.g., read stories, sing, dance, encourage creativity and self expression, etc.
- model desirable verbal and non-verbal behavior for the child
- take the child on short field trips, e.g., grocery store, neighborhood walk, parks, etc.
- provide varied stimulations for a child

2. Parents Are Learners. Parents are involved in providing the child the kind of home environment which can assure school success. The parent can be helped to develop a better self-concept, a better attitude towards school, and an understanding of such things as the child's capabilities, ways in which learning is enhanced, the effect of the home on the child's learning, and the importance of good nutrition.

Parents may:

- take classes which would enhance their attitudes, skills and knowledge
- participate in workshops on normative child development and behavior
- discuss family life and parent-child relationships
- join in health and consumer information forums
- learn about nutrition and its relationship to learning
- confer with teachers on school readiness and achievement

3. Parents Are Resources. The individual talents, skills and insights of parents can be used to enrich class activities and to strengthen two-way communication between home and school. Diversity of age

and ethnicity can enrich the experiences for all persons involved.

Parents may:

- share information about the child with the teacher
- share cultural, racial or ethnic traditions, e.g., by exhibiting ethnic dress, providing or teaching music, preparing foods, showing or teaching ethnic art, etc.
- build, repair, and maintain equipment
- help plan, implement and evaluate the program
- suggest activities, e.g., picnics, luncheons, skating parties for parents and/or children
- help write a parent handbook
- write, edit and circulate newsletters
- establish and maintain telephone communication between parents and school, e.g., weather emergencies, meeting reminders, etc.
- establish a "buddy" system, cluster group or parent car pool for attending meetings, etc.
- organize parent support groups
- facilitate or lead workshops

4. Parents Are Decision Makers. Parents can participate in decisions about program planning for their children since they are "experts" regarding their own children. They can also be involved in the needs assessment and evaluation for the class or center by providing their statements of needs and their perceptions about the effectiveness of the program.

Parents may:

- express support or concerns in parent-teacher conferences
- participate in parent or advisory groups
- observe and comment on the educational program
- contribute ideas and suggestions to staff
- assist with assessment and evaluation
- be board members
- write articles or edit a newsletter
- write position papers
- join local, state and national parent and early childhood/child care organizations.

5. Parents are Advocates. Parents may assume advocacy roles to help outside agencies and community leaders respond to children's needs and to the home-school relationship. Parents can take a pro-active stance in regard to the welfare of all young children and appropriate programs to enhance their growth and development.

Parents may:

- organize special events in the school/center and invite other community representatives to attend
- join community organizations and work on committees to create or focus attention on young children
- meet with persons who affect programs for young children
- hold a "coffee klatch" for politicians, or other community agencies
- communicate to employers the need for flexible working hours or released time for parent-teacher conferences
- prepare and circulate appropriate articles to businesses, and various levels of government and its agencies
- write letters to the editor of the local newspaper
- communicate ideas about effective home-school relations through the use of television and radio
- attend conferences and workshops on the local, state, and national level

To be effective, the program must be tailored to parents' needs and schedules. Effectiveness is gauged by needs met and interests stimulated, rather than by numbers. A large group does not always mean a productive parent program. If the program is responsive to parents' needs, the parents can be the best public relations agents, telling other parents about the program activity, motivating them in turn to become more involved.

What Resources Are Needed To Carry Out the Plan?

Most parental involvement activities do not require money to function. In fact, parents can be viewed as a resource: a source of additional information on enrolled children, an ally in cooperation with the program objectives, a potential source of classroom assistance, and an advocate for widespread community support for the program goals.

Available funds must be used for purposes which cannot be met by volunteers, donations, and "found" items, for example:

- purchase or rental of audio-visual materials for parent education classes in child development, child-rearing, and family relationships

- honoraria for consultants to work with parents and staff on subjects of parent-child relationships, child-rearing, economic issues in the family, mental health referral possibilities, etc.
- support for parental activity in teaching, learning, decision-making, and advocacy (e.g., mailing, travel costs, fees for workshops and conferences, etc.)
- scholarships or loans for families in need
- special projects which enhance the ways in which children, staff and parents interact, e.g., observational facilities, printing and mailing costs for newsletters, a parent room for relaxation, reading, visiting, etc.
- refreshments for parent meetings

Parents and staff may contribute materials and services to the program themselves and may solicit donations from businesses and private citizens. Contributions may include:

- paper supplies and "beautiful junk" to add to the creative art experiences
- educational and consumer materials for distribution to parents
- facilities for large parent and community meetings
- assistance to the classroom program through tutoring, preparing materials for special projects, observing and recording, arranging interest centers, etc.
- leadership for parent workshops, contacts with new parents, home visits and phone calls
- service on advisory boards, committees and community outreach efforts
- advocacy activities to affect legislation, regulation and community support for effective programs for young children.

Appendix B, p. 19, lists state and national agencies and organizations which offer publications and informative materials about parental involvement.

Activities For Parental Involvement

After the foregoing preliminary steps have been completed, early childhood educators can offer parents opportunities to participate in a variety of meaningful ways. The particular activities chosen will depend upon the goals and objectives for parental involvement and the needs and interests of parents, children, and program personnel. It is helpful to make a year or half-year plan, which will guide the planning of each activity.

Examples of Work Plans

A work plan will ensure that essential steps are carried out, that the individual needs and interests of parents are respected, and that necessary materials and time are provided. The following pages provide three examples of work plans with the objectives, activities and material resources designed to help achieve the identified goals. They serve as a planning guide.

Sample Work Plan #1

Goal:	To encourage and maintain communication between parents and staff.
Broad Objective:	Parents will participate in formal and informal conferences with the staff about the child before, during and/or after school.

OBJECTIVE	ACTIVITY	MATERIALS/RESOURCES
1. Formal conferences will be arranged with parents based on mutually convenient schedules of parent(s) and staff.	Stagger pre-arranged conference time to allow for ample parent discussion of the child and the program.	Written schedule, reminder memo, posted schedule, observation records, and other relevant data.
2. Parents and teachers will have informal conferences at the discretion of both parties.	Teachers and parents can engage in an informal conference about the child or program for several minutes, providing children are properly supervised.	Recall of observation records, child's activities and experiences, and visible classroom projects or involvement by the child.

COMMENTS:

Conferences, both formal and informal, enable parents and teachers to meet and share their observations of the child and to gain knowledge of each other's values and philosophy of child rearing. In such settings, parents may recommend activities and equipment that they have enjoyed with their child, reveal skills and talents that could be valuable resources for classroom participation, and shed light on needed changes in the daily schedules, menus, or teacher-child relationships. Teachers may find that a quiet, relaxed discussion with parents enables them to describe the children's behavior with adults and peers, their strengths and interests, and any areas of special needs. Anxiety will be reduced and cooperation will be enhanced when both teachers and parents come to understand that they share a mutual concern, i.e., trying to do whatever is best for the child.

Sample Work Plan #2

Goal: To encourage parents to reinforce and extend children's learning through suitable parent-child activities at home.

Broad Objective: Parents will become acquainted with learning experiences appropriate to the developmental status and interests of their children.

OBJECTIVE	ACTIVITY	MATERIALS/RESOURCES
1. Parents will be informed about games, songs and play activities popular with the children.	Invite parents to an open house. Give them a chance to use the equipment, try the activities, and discuss reasons for the children's interests and the educational benefits they receive.	Song and finger play sheets for use at home; a toy and game library; instruction folders for at-home play activities, such as clay, dough, simple crafts, etc.
2. Parents will learn and apply basic principles in choosing and reading story books for young children.	Present demonstrations of story "hours" with children, book displays or fairs, and parental discussion groups for children's favorite books.	Local library books and staff; book collections in the center or school; brief book reviews in a parent's newsletter; children's dictated stories of personal experiences.

COMMENTS:

An open-door policy in the school or center will serve to encourage parents to learn about their children's school experiences and to communicate to teachers regarding important home experiences of children.

Some parents will wish to retain a sense of privacy regarding home affairs, and their wishes should be respected. However, many parents will seek ways to link the child's home life with his/her activities in school. The sense of continuity which results can help children learn.

Sample Work Plan #3

Goal: To help parents expand their understanding of the ways in which children grow, develop, and learn.

Broad Objective: Parents will observe the behavior of children in routine and in novel situations and discuss their observations.

OBJECTIVE	ACTIVITY	MATERIALS/RESOURCES
1. Visiting days will be offered for both mother and father to observe regular routines in the classroom.	Arrange for flexible "drop-in" times of durations convenient for parents. Have parents observe typical learning behaviors of children: use of senses and movement in using materials; play, exploration, and repetitive activity; etc.	Invitations and explanations; written suggestions for observation of children; logs; books and articles on child development and learning.
2. Parents and teachers will discuss behavior of children in situations new to them.	Schedule parent discussions of children's' reactions to the beginning of school, promotion to another class, new teachers, family problems and crisis. Respond to the spontaneous needs of parents for such discussions.	Invitations; parents' anecdotal records; articles and books on children and illness, divorce, new siblings, death, moves, etc.

COMMENTS:

Often parents are somewhat isolated in carrying out their child-rearing responsibilities. The smaller size and the mobility of many contemporary families may severely limit a parent's experience with children and with child-rearing. Such parents may find reassurance and develop understanding by observing other children and by discussing child behavior and parent-child relationships with other parents.

Motivating Parental Involvement

In many cases, communication between home and school is negative in spirit: parents may complain about the program or its effects on their children, and teachers are likely to tell parents about children's short-comings. Contacts which are primarily negative frustrate and threaten open communication and its mutual benefits. So, too, does an attitude conveying "don't call me; I'll call you."

Early childhood educators who are convinced of the importance of parents' participation will demonstrate an openness to parents' opinion, a respect for their needs and interests, and a desire to involve them directly and indirectly.

When parental roles and responsibilities make parental involvement difficult, the following strategies can be employed:

- frequent telephone conversations as well as face-to-face conferences
- brief, spontaneous (informal) conferences
- parent coordinators, room parents, parent liaisons
- "adopt a parent" program
- news memos from teacher to parent, relating a child's accomplishment or need
- activities which involve parents and children simultaneously, e.g., programs, pot-luck suppers, etc.
- car pools and cooperative babysitting to ease parent's participation
- home visits
- newsletters which describe classroom activities, events, and "milestones" in children's learning
- circulation of cassette recordings of a parent activity
- offering of incentives, e.g., door prizes, favors obtained from businesses, etc.
- "support" meetings, a smile, and genuine welcome
- refreshments and meals which are compatible with a regular family schedule

Although parents' needs, interests and time will vary, as evidenced in the assessment data, every attempt should be made to promote involvement which satisfies the parent and supports the child and the program.

Benefits to Children

Well-planned parent involvement benefits everyone, especially the children, regardless of whether they are infants, toddlers, or preschool or kindergarten children.

- Communication between the home and school or center is strengthened.

- Parents and staff demonstrate role models of adult interaction for the children.

Evaluating the Program

Evaluation of the parental involvement program identifies strengths and weaknesses. Were the goals and objectives achieved through the planned activities? Why not? Such questions must be answered to assess what has been accomplished. Everyone involved in the parent program should help evaluate it.

Formative Evaluation

Formative evaluation is an on-going process, a way of assuring that the program is progressing as planned. Each parent activity should be evaluated soon after its completion to ascertain the extent to which the objectives were met. Even with the best of plans, there will be occasions when attendance is low, participation is strained, equipment breaks, or criticism is negative. Parents or staff may feel the program is near failure. It is important to avoid taking a defeatist attitude. This is the time to review the goals and objectives of the program and study the events and circumstances which compete for parents' time or prevent their participation.

It is important to learn the reasons for the unenthusiastic reception of a plan, from both those who took part and those who did not or could not. Information gained through evaluation may show that the topic, time, date or place of a planned parent meeting needs to be changed. The topic may not generate great interest or it may be misunderstood. Perhaps parents can take part on a weekend morning or afternoon, have supper meetings, or meet every other month. The place may be moved to a parent's home, community center, public library, or other area which is more convenient or accessible to parents.

Sometimes an entirely new approach to parent-teacher discussions is necessary. Some early childhood programs have given up large meetings, finding small, interest-focused meetings for those parents who wish to participate to be more effective. For such programs, the sum of the participation over a year and the intensity of interest are keys to success, rather than large numbers of parents at particular events.

Other information gained from an evaluation may indicate a need for baby sitting services. Perhaps an invitation should be extended to the entire family. Food may help, or shorter meetings may be more welcome. Parents will probably enjoy and appreciate a program which involves their own child or children, i.e., programs about the children's activities such as recordings, slides, movies, or photographs. Parents may be more comfortable in small cluster meetings with the child's individual teacher, rather than in one large meeting of the entire school or center.

Formative evaluation may emphasize the need for flexibility in planning so that agendas or modes of a program can be changed as needs and interests arise. Many aspects can be altered throughout the year to keep the participation strong and the enthusiasm high for staff as well as parents. (See Appendix A for a sample parent involvement evaluation.)

Summative Evaluation

At the end of the year, a summative evaluation should be done. Goals and objectives are critiqued and progress toward them evaluated. Questions to be answered are: Were the overall purposes accomplished? How? Which activities were most or least effective in fulfilling them? Was the overall program a success or failure? Responsible suggestions for change should be reflected in the summative evaluation.

Accomplishments are easier to measure if standards or criteria are established at the time the goals and objectives are written. For example, parents and staff may decide that each parent will be involved in some way; that a certain number of parents should participate in a given activity or yearly event; that there should be a requisite number of meetings; that parents should be measurably more informed about child development; or that behavioral changes will be exhibited by parents as a result of the parent involvement program. If criteria are established, evaluation data can come from the attendance records of every event, from the sign-in sheets of parent volunteers, from observation records of parent volunteers, from parent comments on questionnaires, and from written statements to document whether or not parents were more informed about child development.

Evaluation data may also be obtained from the following:

- observations of parents in the classroom and in parent meetings
- interviews and written questionnaires
- letters from parents and staff
- recorded and videotaped activities
- products from activities (e.g., booklets, scrap books)
- slides and photographs
- evaluation forms

The evaluation should summarize the degree and manner of parent participation in an objective way. It may be written in narrative form using various categories drawn from the goals and objectives. Future plans and/or recommendations should be placed in a separate category, to assist in replanning. Each year should prove to be more productive as a result of a thorough evaluation.

The summative evaluation of a successful parent involvement effort will show that the program can be a support to parents, and that parents can support the program and each other. When parents and teachers genuinely believe that children will be helped through their cooperation, the program reflects a dynamic quality and added strength.

Parents will change as the children grow and progress from one classroom or site to another, yet the principles and steps in planning remain the same. The program belongs to everyone involved. Each person — parent, child, teacher — has a vested interest and personal benefits to reap.

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Footnotes

[1] For a detailed application of the planning steps, see *Planning an Educational Program for Young Children* (Frierson and Hills, 1981), a guide for teachers and caregivers in schools, child care centers, etc.

[2] Specific information pertaining to individual children and their families should remain confidential. Teachers should avoid discussing children and their families in the presence of other children and parents, or informally among staff persons. The staff should establish a policy pertaining to places and special times to discuss confidential matters. At no time should teachers take information out of context and casually discuss it, in the center/classroom or the community at large. Omitting the name of a child or family, while discussing a private matter, is a risk, because the listener can often identify the person(s) involved and speculate incorrectly, which can prove harmful to an innocent party. (Gardner, 1973)

[3] *Working With Community Resources,* a guide designed to help staff members find and work with available resources, is available from the State Department of Education (see References, p. 17)

National Resources

American Home Economics Education
Association, Inc.
2010 Massachusetts Avenue, N.W.
Washington, D.C. 20036

Association for Childhood Education
International
3615 Wisconsin Avenue, N.W.
Washington, D.C. 20016

Center for the Study of Parent Education
55 Chapel Street
Newton, Massachusetts 02160

Child Welfare League of America
67 Irving Place
New York, New York 10003

National Black Child Development Institute
1463 Rhode Island Avenue, N.W.
Washington, D.C. 20005

National Parent Teacher Association
700 North Rush Street
Chicago, Illinois 60611

National Public School Relations Association
1801 North Moore Street
Arlington, Virginia 22209

Superintendent of Documents
U.S.Government Printing Office
Washington, D.C. 20402

Parent Involvement Evaluation Questionnaire

Name of parent activity ____________________

Classroom/teacher ____________________

Date ____________________

Directions:
Please answer the question by using the space provided.
These may be mailed or given to (*teachers name, school address*).

1. What was most effective about (*the parent activity*)?

____

____

2. What was least effective about (*the parent activity*)?

____

____

3. What would help improve (*the parent activity*)? Suggest some ways.

____

____

4. Please check one or more. As a result of the (*parent activity*), I

☐ am satisfied with my involvement

☐ need more information

☐ desire a conference

☐ need assistance from staff and/or parents

☐ need a workshop (or follow-up workshop)

☐ other (specify)

My overall rating for the (*parent activity*) is:

Excellent Good Fair Unsatisfactory

Additional comments: ____________________

____

____

Thank you!

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Assisting the Parents of Children with Handicaps

Introduction

This chapter is to be used by Head Start Coordinators to assist in the transition of parents of special needs children and their children from Head Start to public school special education programs and services. The information in this Chapter differs from the topics discussed in transition activities for non-handicapped children in that it highlights the importance of the parents' advocacy for the educational rights of their handicapped child. The parents are moving from the strong parent involvement emphasis found in Head Start to the more "school-child-centered" focus of the public schools. For parents of special needs children, effective advocacy for their rights and their child's rights is the most important strategy to learn as they move into public schools that may not have strong parent education and involvement programs.

Advocacy is best approached by stressing two major topics: 1) knowing the rights of handicapped children and parents, as regulated by the Education for All Handicapped Children Act (Public Laws 94-142 and 99-457); and 2) learning assertiveness skills that allow the parents to participate in the necessary steps to obtain an appropriate individualized education program (IEP) for their child. This requires that the handicap coordinator and Head Start staff become familiar with the special education referral, placement and IEP procedures used in their local education agency (LEA). The handicap coordinator must serve as an advocate for the parents as he/she counsels and supports the parents through the special education "maze" of meetings.

In order to plan for the transition of special needs children from Head Start to the child's local school system, the Head Start staff (director, education and handicap coordinator, and teachers) must establish a collaborative working "plan of action" or transition plan between the school system's special education director and/or early childhood coordinator. This requires transition planning meetings between the two agencies where cooperative activities and procedures are explained and staff responsibilities are assigned.

Transition planning meetings and agreements are a must in order to reduce the time lapse between referral and placement of a child, avoid duplication of services, encourage appropriate parental involvement, and assure the public school's awareness of the strengths and needs of individual children. The suggestions made in this Chapter require that transition agreements between Head Start and local schools have been made so that advice and counsel to parents is appropriate, up-to-date, and well received by the local schools. (Refer to the transition planning section of this manual).

How to Organize Transition

In planning the handicapped child's transition from Head Start to public school it would be best to focus on the necessary steps and activities in chronological order. Three stages are suggested:

1. activities prior to the public school IEP meeting;
2. preparation and actual IEP activities; and
3. transition and continued advocacy activities after placement. A step-by-step chronological listing of activities may allow the parents to feel more prepared, competent, and successful in their attempts to develop a partnership with the new school personnel. Together, the parents and public school staff will plan what is best for the child.

Activities Prior to the Public School IEP Meeting

Identification and Evaluation

Initially, someone must suspect that the child is having problems related to his or her development of learning, language, physical, or social and emotional skills. That someone may be a parent, Head Start staff member, physician, nurse, social worker, or other care giver. Probably the child has already been identified as having a handicapped condition through the Head Start program. In this case, appropriate professional evaluation has occurred and an individualized educational program (IEP) has been implemented for the child within the Head Start system. If not, the parents should be advised of the need for a comprehensive evaluation of the child's strengths and needs in order to determine if the child is eligible for special education services. The evaluations will also assist in determining what program would best suit the child's needs in the local school. The transition and referral agreements between the local schools and Head Start should spell out the answers to the procedural questions regarding: which agency will complete the necessary nondiscriminatory, multidisciplinary evaluations of the child, who will pay for the evaluations; will transportation be provided to the parent and child to the evaluations; are the Head Start records shared with the local schools after parent permission is granted; and are the Head Start diagnosticians and previous evaluations approved by the local school's special education department?

Do remember to advise the parents on the following:

- Put the request for an evaluation in writing to the principal or superintendent of the local school.
- The parents must receive a written notice from the school asking permission to test (even if the parent requested the testing).
- An explanation of all the parent's rights should also be included in a mailing to the parents that explains their right to inspect and review all school records about the

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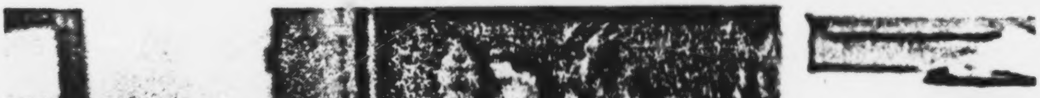
child. The parents must give written permission to Head Start or other professionals to send information about their child to the school for review. (See sample in Appendices A and B)

- Request that parents ask what tests will be given to their child, and why. Parents need to understand the terms "multildisciplinary" and "nondiscriminatory" evaluation so that they will better understand the results of the testing regarding their child's intellectual, physical, and emotional development. Make sure Head Start has included parent and teacher observations of the child in their records that are sent to the local school. And, make sure the child has had a complete physical as a part of the evaluation data.
- Advise parents to keep a file on all their child's records, evaluations, reports from teachers, copies of letters to and from school officials, and copies of state and federal laws for education of handicapped children. All this is necessary in order for the parent to become an effective advocate for their child.

Head Start staff can be very helpful through this evaluation stage. If the parents cannot read or write, staff should assist in the request process by sending the letter for the parents and co-signing with them. Ask the school system to use the telephone, in addition to letters, to help remind parents of testing dates. Ask the school system to notify Head Start staff of appointments, so that staff can remind parents of important dates. Assist the parents in establishing and maintaining a file on their child of all school/home correspondence. Remember most states have established time lines regulating the maximum time allowed between evaluation requests and the completion of testing. Find out this information and keep parents advised of their rights.

Parent Rights

A brief explanation of the rights of parents and handicapped children as regulated by the Education for All Handicapped Children Act (Public Law 94-142), and expanded by Public Law 99-457(1986) to include all children (ages three through five) by the school year 1990-91, is best presented to



parents through a handout explaining their rights and the due process procedures. (Sample Overview in Appendix D).

This handout should provide a brief reminder to the parents of the steps involved in appropriate IEP and placement procedures; familiarize them with the proper terminology used by the professionals throughout the procedure, and remind them that the law recognizes their right to make team decisions with the school personnel regarding the appropriate educational program for their child. Laws protecting parents against discrimination on the basis of a handicap and protecting their right to confidentiality of student records are also valuable information for parents.

Parent Visit to New School Programs

To alleviate some of the stress and worry of the "unknown," it is wise to arrange for the parents of special needs children to visit the receiving public school programs such as the special education resource rooms, self contained special education classes, supplemental services, and kindergarten classrooms. Narrowing down the visitation schedule is helpful to the parents once the parents and Head Start staff have an idea as to which class or services might be recommended. The handicap coordinator's knowledge of available public school special education options is most important at this point.

The parents (and hopefully Head Start staff) need to observe the new setting to determine what will be different for the child in the new school setting: more structure, more children, difficult bathroom locations, less teacher attention, more self-help skills required of the child, different equipment, assigned seats, and more. Also the ability of the new program to adapt to meet the needs of the child should be considered. What is the teacher's attitude toward accepting handicapped children? What's the potential to modify the curriculum or room arrangement to meet the special needs of the child? Is individualized instruction possible? What are the opportunities for mainstreaming the child with nonhandicapped children? These questions and observations will enable the current teaching staff and the parents to better understand the most appropriate match between the child's strengths and needs and the options offered by the public school. Which options will provide the stimulation and challenge for growth, along with emotional support, and opportunities for education in the "least restrictive environment," (mainstreaming) that is necessary for all children?

Ideas will be generated from the visits that will be used in the writing of the individualized educational program (IEP) that will be explained later. In addition, ideas for home and Head Start classroom activities for teaching some new "survival skills" needed for the child to deal with the transition into public school can be developed by parents and teachers during the present school year. Lastly, the visits to the future public school placement options may generate ideas as to how the parents may continue their involvement in the education of their child — an important component of their Head Start experience. The skills needed for this involvement (classroom volunteer, P.T.A. meetings, structured teacher meetings, etc.) may be discussed between the parents and Head Start staff to assure the parents that Head Start will assist them in the learning of the new skills necessary for a successful transition.

IEP Preparation

At this point in the transition process, a transition conference and IEP planning meeting involving Head Start staff and parents will be very helpful. The child has been evaluated and the parents are waiting for the IEP meeting with the public schools. With parent permission, these new evaluation results, teacher's classroom assessment and observations, parents' home observations, and additional evaluation data is collected by the handicap coordinator and reviewed in an unintimidating, informal planning meeting between familiar Head Start staff and parents.

The purpose of this planning meeting is to formulate initial educational programming recommendations for the child. The IEP developed during this planning meeting will reflect the parent's and Head Start's opinion based on their familiarity with the child. The planning session also may be used to help the parents develop some assertiveness skills in the company of familiar professionals and surroundings. Topics to discuss at this meeting that assure the maximum parent and Head Start input into the child's future IEP are presented in Appendix E. This suggested outline provides an agenda to structure the planning meeting.

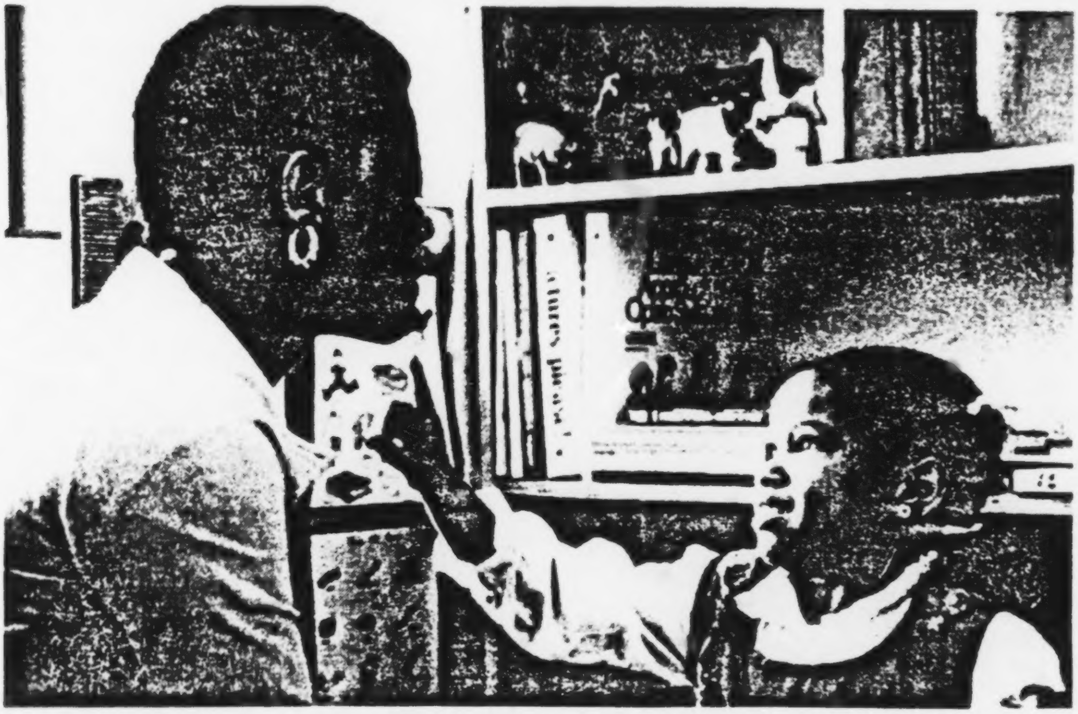
The law states clearly that a special education IEP team meeting in the public school must include one or both parents (or guardians), the child's teacher, and a representative of the school system. Other school specialists may be present, as well (e.g. speech pathologist, occupational or physical therapist, counselor, etc.) If it is the child's first IEP conference with the school system, someone who was involved in the evaluation of the child must be present to interpret the test results. This official IEP meeting is frequently very intimidating for parents. So, the use of the Head Start IEP planning meeting as an opportunity for parents to practice their ability to communicate their opinions about their child to education professionals is time well spent.

Some parents may want to form small support groups to learn more about their legal rights, and to practice discussions with teachers and administrators about how to address the needs of their children. These small groups may include parents who have already experienced placement and IEP procedures for their special needs children in public school. Head Start staff could arrange a meeting of the parents and local organizations that serve as advocates for handicapped individuals. Ask the parents to think about how to be assertive without "taking over" and creating hostile confrontations. School IEP meetings and placement conferences should provide a chance for open examination of the alternatives available which will promote the child's growth and learning.

Practicing IEP Development

Assisting the parents to become familiar with the terminology used in developing the child's IEP is helpful. It instills more confidence in their ability to express their opinions about their child. IEP handouts for parents are presented as Appendices F and G. These documents provide the terminology used in IEP meetings. Appendix G presents a sample of a completed IEP. This sample includes all appropriate information and presents the educational goals with both long-term and short-term goals.

IEP goals are usually annual goals and include a teaching strategy for the child that



is based on the use of the child's abilities to help him or her develop or improve the weak areas of development. The short-term goals, or objectives, are the intermediate steps taken to reach the long-range goal. Refer to Appendix H for an example of an appropriate annual goal and the short term goals used to reach the annual goal. This example is based on the child's present level of performance, the rate of the child's development thus far, and the sequence and timing of normal growth and development.

Some parents prefer to leave the actual writing of the goals and short term goals to the education professionals. This is fine, but make sure that they feel comfortable in including some of their ideas as to what areas of their child's development need special attention. For those who are more willing, help parents write long term and short term goals for their children. Base the content of these goals on all the collected reports and school visit observations that are gathered before the IEP planning meeting and updated on the meeting summary sheet (Appendix E). All reports on the child should be reviewed and fully explained to the parents before they are discussed at the actual IEP meeting. Encourage the parents to take the planning meeting IEP and the planning meeting summary to the public school IEP meeting. They will find it helpful to refer to these to help remind them of their recommendations (and those of the Head Start staff) at a time when they may be quite nervous.

Placement

Educational placement is often a difficult issue. Make sure that parents understand the least restrictive environment (LRE) provisions of PL 94-142 (Appendix I).

To the maximum extent appropriate to the child's strengths and need, the child must be educated alongside his or her nonhandicapped peers. Various placement options available through the public school system should be reviewed during the IEP planning meeting and recommendations should be developed.

Finally, a brief discussion of the types of special education services and programs available through your local school should be discussed with the parent. Some schools are not able to offer the full list of comprehensive services that are defined and listed in Appendix I.

Related services, (Appendix J) are offered to help the child's success in the special education program. The handicap coordinator's knowledge of the local resources is most important so that a realistic discussion of the choices of appropriate programs and services is possible in the IEP planning meeting.

Although the passage of Public Law 99-457(1986) encourages the use of non-categorical definitions of young children's exceptionality, many states still use some adaptation of the general categories described by the Department of Education's Official guidelines. Each state has their own standards and definitions of handicapping conditions, and these must be presented to the parents and explained how they might apply to their child.

School districts frequently use handicap titles for the purposes of legally identifying the children, and financing programs. The school system's programs are funded by the state and federal governments based on these labels and definitions. The handicap coordinator needs to explain the reason a particular handicap label will be used in the IEP meeting. If the parent hears an objectionable label used to categorize his or her child for the first time at the IEP meeting, animosity results and the parent's ability to be productively involved in the meeting is hindered. Make sure to advocate for the parents and child so that the program the child receives addresses his or her strengths, special problems, and needs — not a generalized category of disability.

Through role-playing and modeling, help the parents to develop advocacy skills so they can back up their requests for special help for their child with diagnostic reports, personal observations, and other professional opinions. If necessary, arrange for someone from the Head Start staff, or community advocacy group to accompany the parents to the IEP meeting for support. It is their legal right to bring their own advocates to the IEP meeting.

Once the IEP planning meeting is concluded, the parent should feel more confident of their ability to competently participate in the public school IEP conference. Additional questions will probably arise, so assure the parents that the Head Start staff will be available to help answer them. Try to anticipate the parents problems in dealing with the whole IEP process and plan to assist when necessary. Contact organized parent groups to find advocates who may attend the meeting with the parents, if appropriate. Arrange for transportation or babysitting if that will assist the parents' ability to attend the IEP meeting. Re-scheduling an IEP meeting that involves at a minimum three or four people is difficult and results in unnecessary delays in the child's services.

If the parents cannot attend the IEP meeting, consider obtaining their signature on a parental waiver for attendance form that most schools offer for particular cases. A signed waiver from the parents will allow the meeting to proceed. The final IEP will not be approved without the parent's review and consent at a later date. If the parents (because of their own severe limitations) are just not able to attend, the best alternative may be to allow a trusted advocate to attend the meeting and speak up for the parents' concerns.

The Actual IEP Meeting

The IEP planning meeting between the Head Start Staff (handicap coordinator, education coordinator, director, teacher) and the parents should have served as "trial run" for the actual IEP meeting. In fact, if a preliminary IEP was completed at the planning meeting, the parents will usually be the best prepared team members at the actual IEP meeting. If the handicap coordinator is knowledgeable about the special education policies, options and resources in the local schools, and the parents and Head Start staff agree on the construction of the planning meeting IEP, the parents may find that most of their IEP will be acceptable to the public school IEP team members. This happy occurrence will allow for more time for the parents to ask more specific questions regarding the special education programs and related services. When is lunch time? When will transportation start? How long is the bus ride? These type of questions are frequently forgotten in busy IEP meetings and yet are potential problem areas.

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Make sure that the parents have their file on their child ready for the IEP meeting. Have the information easily available on all testing and evaluations that have been completed on the child. Make sure testing is updated and recent (less than 6 months to a year). The parents' right to review and update all school records on their child must be observed. If the parents find that certain records are inaccurate or misleading, they have the right to ask that they be removed from their child's file, and that they may not be used in planning for their child's placement.

The evaluation and observation data are presented to the IEP team members; made up of the parents or guardian, the child's new teacher, a representative of the school system, specialists, and possibly the clinicians who tested the child. The data on the child may not necessarily be interpreted by the team as meeting the state's standards for eligibility for special education services. In this case, and if the parents feel that their child is eligible and in need of special education services, as defined by their State's Special Education guidelines, the parents may request a due process hearing at this point (see Appendix C).

Parents need to be reminded that during the IEP meeting, they have an essential role to play as an equal-status member of the team. The focus of the meeting should center on the child's needs. Sometimes parents are encouraged to bring their child to the IEP meeting for a chance to meet the child in person. On borderline eligibility decisions, the presence of the child can make a decisive difference. If the child is not able, or not invited to come, try to bring recent photographs, work samples, recordings, etc. in order to allow for more qualitative decisions regarding the child's needs.

Once the child is found to be eligible for special education services as defined by the state's guidelines and definitions, the school must arrange the IEP meeting within 30 days. For young children, both eligibility and IEP requirements are frequently accomplished at the same meeting. After an exchange of ideas and information about the child has occurred, the IEP should be written as a result of the agreement of the team members. At the minimum, the IEP should contain the following:

1. *A statement of the child's present levels of educational performance.* Strengths and weaknesses should be specified in terms of present ability levels. Developmental areas considered should include: academic skills, general cognitive skills, perceptional motor performance, speech and language, hearing and vision, health, social, emotional and adaptive behavior.

2. *A Statement of Annual Goals.* What is expected at the end of the school year.

3. *A Statement of Short-Term Goals.* Expected outcomes preceding the accomplishment of the annual goal.

4. *A Statement of Specific Educational Program, Placement and Related Services to be Provided to the Child.* If possible, the persons who will provide these services should be provided on the IEP form.

5. *The length of time the child will spend in regular, "nonhandicapped" programs and a description of the program to be provided.*

6. *A projected date for the beginning of services and the expected duration of the services.*

7. *An evaluation procedure to determine the completion of the short-term goals.*

The law also requires that an annual review of each child's IEP must occur. As a result of the annual review, a new IEP will be developed that will include updated levels of performance, revised annual and short term goals, and a statement of the services to be provided for the coming year.

If the parents agree with the final IEP document, they should sign it so that services may promptly begin for their child. If the parents do not agree with the IEP and programming plans because they feel they are inappropriate for their child, they should make their objections known at the IEP meeting. They must be prepared to document their opinions with supportive reports, evaluations, etc. If agreement cannot be reached between school officials and parents regarding placement or services, then the parents must ask in writing for a due process hearing. Please refer to due process guidelines in Appendix C. While the due process issues are being decided, the child must be permitted to remain in their present, or regular school setting.

Other Transition Activities

Once the future placement and services for the handicapped child are known, specific transition activities can be arranged in order to promote a smooth transition of the child from Head Start to the public schools. Involve the parents, child, receiving teacher, and current teacher in the transition process.

After the current Head Start teacher and parents observe the receiving school program, arrange a meeting time where they may discuss their observations about the differences in the two programs and how to teach the child the new skills necessary for him or her to "survive" in the new setting. Some of these ideas will be better taught in the home environment; e.g. how to safely walk to school. Others, may be more appropriate as Head Start transition lessons; e.g. child raises hand to receive teacher's attention. Many kindergarten teachers stress the importance of the achievement of basic self-help and social skills over academic skills as appropriate readiness activities for pre-kindergarten children. Refer to Appendix K for a listing of survival ideas and skills.

If at all possible arrange for the receiving teacher to visit the child in his or her Head Start program. The receiving teacher will be able to observe the child's skills while he or she is in a comfortable environment, and can establish a good relationship as the child shows the new teacher his or her favorite activities in the classroom. The next follow-up step would be to arrange for the child to make an initial brief visit to the receiving program with his parents or Head Start teacher. Try to plan a pleasant activity for the child to join in, such as snack time and recess. Later, encourage the child to talk about his or her impressions of his or her new school, peers, and teacher with parents and current teacher.

Summer is a good time for the parents to further the child's development of basic self-help skills that most public school teachers desire: dressing and undressing skills (especially coats, sweaters, boots, etc) independent bathroom skills, and independent feeding skills. Summer visits to the new schools's playground are fun ways to build a positive transition for the child. In early fall, a visit from the Head Start teacher to the child's new classroom can assure the child that he or she is not forgotten, and

may allow the receiving teacher a chance to ask about successful intervention strategies used in Head Start.

Continued advocacy activities for the parents are most important in order to continue the progress the Head Start staff has made in their ability to successfully involve the parents in the child's education during the preschool years. The parents will be called upon to participate in several meetings with the special education teacher each year in order to update and review the child's IEP progress. One way to foster continued involvement is to establish regular communication between the parents and public school teacher through various activities. These may include: scheduled phone calls; a notebook of "needs and successes" reports which can be sent back and forth weekly or daily between teacher and parents; personal notes; and newsletters.

Head Start parents are accustomed to volunteering in their child's Head Start program and the parents should be encouraged to offer these services to the new program.

Summary

Transition means moving from one program to another, and change can create confusion and frustration for anyone. The handicapped child is very likely to be disturbed when moved from the comfort and friends found in the familiar Head Start program on to the public school programs. At the risk of regression in the child's developmental skills, steps to ease this transition should be initiated. The transition period is equally traumatic for the parents of handicapped children. They have come to know and trust the Head Start staff as partners throughout the nurturing and development of their child's preschool skills growth.

This Chapter has attempted to identify the obstacles and explain the procedures necessary to guide the parents of handicapped children through a productive and smooth transition into public school special education programs and services. The knowledge and skills of the Head Start staff as they assist the parents through this process are the foundation of a successful transition.

Parent Activities

NOTE:

Here is a selection of ideas to help involve parents in the transition process.

1. Host a "coffee" for parents, Head Start teachers, and kindergarten teachers as a get acquainted activity.
2. Have a parent handbook on transition which includes lists of Head Start records being sent to the LEA, lists of LEA staff at each elementary school, information about the kindergarten screening process, summer activity suggestions and other pertinent information.
3. Provide workshops for parents on transition. Subjects discussed could include:
   - What is a typical 4 or 5 year old?
   - What is kindergarten like?
     - How to tell if your child is ready for kindergarten.
     - The skills needed and how to develop them.
   - Structure of the school system
     - How is it organized?
     - Where to go for help?
   - How to prepare children for school and help them feel good about what's ahead.
   - What are our children's rights?
     - How to work together with the school to promote your child's interests.
4. Have a welcoming table at each elementary school on the first day of classes for parents.
5. Organize a "buddy" system with former Head Start parents to help familiarize new parents with the LEA.
6. Organize a telephone welcoming campaign a week or so before school begins for new parents.
7. Provide information about parent volunteer activities.

In the Home

To encourage parent involvement, a series of parent activities are included here. Through their use, the child's learning can be enriched by participation in a variety of cognitive, sensory, and motor experiences in the home.

Most of the home activities will require parent participation and have been selected to enhance the parent-child interaction as well as the child's skills. The regular enjoyment of parent-child sharing may be a more significant bonus for the child's cognitive and emotional development than any specific skill he/she may acquire through the activities.

Activities have been chosen to cover varied needs of the growing child. Attention has also been given to include ideas that require items commonly found in most homes. Letting the child participate in the planning, decision making, and preparation of materials can expand his/her sense of competence and enjoyment with each activity.

SUMMER ACTIVITY PACKETS

The purpose of the summer activity packet is to provide a variety of materials which parents can use to enhance their preschooler's skills during the summer months. Summer activity packets can be sent home with the children on the last day of school or given to parents on a home visit or at a parent workshop. Some suggested uses or demonstrations using the materials are advisable so parents can benefit the most from them. The activity packets could include:

- Daily calendar of activities*
- Paper assortment
- Pencil
- Crayons
- Scissors
- Simple worksheets*
- Patterns for puppets*
- Homestretch activities*
- Instructions for making puzzles
- Pictures*
- Templates for letters, numbers and shapes
- Objects for counting games
- Card games

  Flash cards for:
    - Colors
    - Numbers 1-10
    - Letters
    - Child's name
    - Basic shapes
- List of summer activities available
- List of community resources
- Booklist*

* These materials are included in this curriculum.

SUMMER
ACTIVITY
PACKET

Calendar Ideas for Parents

Using the ideas listed below, parents and staff can make calendars for use during the summer months. Be sure to include special dates that will be important to parents and children in your program.

June

- Look at the calendar and talk about "What will happen in June" with your child.
- Help your child make his/her name out of paper.
- Read a story to your child about being in preschool.
- Ask your child to tell what he/she has enjoyed most and least about preschool.
- Go on a rectangle hunt throughout the house. Example: refrigerator, door, book, etc.
- Sing the "ABC Song" with your child.
- Visit an elementary school playground.
- Ask your child to describe his/her classroom in preschool. Compare this to a kindergarten classroom.
- Have your child color or circle large letters in the newspaper such as "K" for kindergarten.
- Read a story to your child about going to kindergarten.
- Have child close eyes and identify different objects by touch that are found in kindergarten classrooms.
- Assist your child in counting his/her fingers, toes, family members.
- Visit a local art or natural history museum.
- Help your child make a picture about what he/she would like to do this summer.
- Have your child cut simple shapes from an empty grocery bag and glue them on a piece of newspaper to make a picture of his/her school.
- Take your child to the local library to get a summer library card.
- Let your child pretend he/she is going to kindergarten. Ask him/her "What will you put in your school box or lunchbox?"
- Go on a hunt throughout the house looking for objects which are in the shape of a circle.
- Sing a counting song such as "This Old Man" with your child.
- Take your child on a nature walk. Make associations between plants and other objects which are similar.
- Have your child help you with a cooking project.
- Stack empty milk cartons or boxes to make a school bus or elementary school.
- Read a story to your child that he/she has never heard of before. Let him/her predict the outcome.
- Talk to your child about how he/she feels about going to kindergarten. Make a self-portrait to show his/her feelings.
- Take a walk with your child and practice counting things you see like steps, signs or animals.
- Visit the local library for a story time adventure with your child.
- Teach your child a nursery rhyme such as "Hickory Dickory Dock."
- Help your child use scraps of wood to build a small playground for his/her dolls and other toys.
- Read a story to your child.

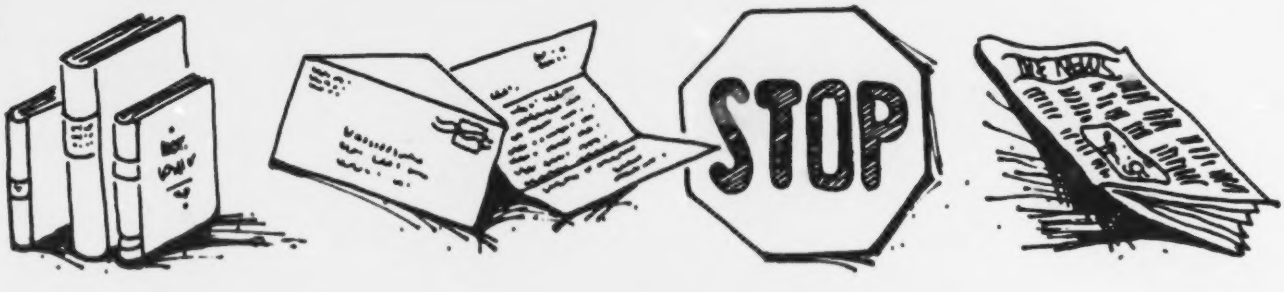
July

- Look at the calendar and talk about "What will happen in July" with your child.
- Sing a song with your child about summer activities.
- Help your child to make a flag. A paper one is great! Count the stars and stripes.
- Take your child to a fireworks display. Talk about the colors and sounds.
- Visit a local playground. Talk about likenesses and differences of this playground with the one at your child's kindergarten.
- Give your child simple directions to follow. Example: open the door, turn around, jump up and down, etc.
- Help your child make a picture of his/her new school. Dot the school's name for him/her to trace.
- Read a story to your child about getting older and being ready for elementary school.
- Ask your child to walk through the house and name colors that he/she recognizes.
- Go on a hunt throughout the house looking for objects in the shape of a square.
- Do exercises with your child like stretch up, bend down, or jump high. These are some of the exercises he/she will do in kindergarten.
- Take your child on a city bus ride. Talk about riding on a new bus to kindergarten.
- Play "Twenty Questions" with your child about what he/she might need to take to kindergarten.
- Help your child build a school bus with blocks.
- Help your child make his/her own book about going to kindergarten.
- Visit the outside of the school your child will attend in the fall. Take a picture for him/her to keep.
- Ask your child to count different objects in the house. Write the numeral down and show it to your child, 8-spoons, 6-chairs, etc.
- Sing "The Wheels on the Bus" song with your child.
- Take your child to a cafeteria for lunch. Talk about eating in a cafeteria in kindergarten.
- Have your child help you with a cooking project.
- Put a large bowl of water outdoors. Put dish liquid in the bowl and let your child make bubbles.
- After listening to a story, discuss the emotions and feelings of a character in the story with your child.
- Talk with your child about transportation. Talk about how he/she will go to and from kindergarten.
- Go on a hunt throughout the house looking for objects in the shape of a triangle.
- Have your child walk like different animals. Example: duck, elephant, etc.
- Have your child draw a picture about his/her favorite things to do.
- Act out being in kindergarten with your child. Each of you take turns being the child or teacher.
- Take your child on a picnic.
- Have your child dictate a story about being five years old and tape record it.
- Have your child make a puzzle out of cardboard with his/her name on it.
- Have your child trace numbers you have written with a crayon.

August

- Look at the calendar and talk about "What will happen in August" with your child.
- Help your child make a summer hat using a paper bag. Let him/her decorate or color the bag.
- Take your child to visit a friend from preschool.
- Let your child set the table for dinner. Talk about how he/she might help with meals in kindergarten.
- Label egg carton sections with numerals and have your child count sets of lima beans into the egg carton sections.
- Read a story about going to kindergarten to your child. Talk about his/her feelings about leaving preschool and entering a new school.
- Take your child and a friend to the local library to get books.
- Help your child count from 1 as far as he can toward 100.
- Play the game "Which one doesn't belong?" Use items related to kindergarten. Example: eraser-pencil-eraser; lunchbox-milk-lunchbox.
- Have your child draw a picture of his/her favorite playground activity.
- Go outside and do some type of outdoor activity with your child. Example: jump rope, jog, etc.
- Help your child cut out magazine pictures which have a circle shape in them.
- Read a familiar book to your child. Have him/her tell you what will happen next at the end of each page.
- Make a set using 5 objects. Ask your child to make a set with more items, then less items, then the same number of items.
- Help your child count the days from now until school starts.
- Take your child to visit a pet store.
- Play a game such as "Simon Says" with your child.
- Have your child help you make cookies in the shape of a "K" for kindergarten.
- Cut pictures from magazines of different things in the home. Let your child take the pictures and find the objects in the house: TV, dishes.
- Have your child tell you a story about what he/she wants to do in kindergarten.
- Talk to your child about making new friends in kindergarten.
- Have your child make up a story about his favorite summer experience and dictate it to you.
- Give your child different directions to follow using numbers. Example: turn around three times, hop two times, etc.
- Help your child cut out magazine pictures that have a square shape in them.
- Have your child go on a "treasure hunt" for items in the house he/she will need for kindergarten.
- Help your child write his/her name on the things he/she will take to kindergarten.
- Take your child to a school which has a track and jog around it with him/her.
- Make a list of all the parent activities you want to do at your child's new school.
- Talk to your child about what you will do after school.
- Arrange to take your child on a visit to his/her new school.

Activities for Parents



THINGS WE READ

This unit provides an opportunity to teach your child about things we read such as books, magazines, newspapers, signs, and letters. It will enable you to let the child become aware of reading as a source of pleasure, information, direction, and communication with family and friends. Children's attitude and interest in reading is formed very early by their exposure to your model, so let your pleasure show. Reading permits your child's vocabulary to grow and his/her imagination to be stimulated. Begin now to let your child appreciate reading so he/she will want to learn this basic skill for life. Try the following suggestions:

1

Read to your child regularly. Frequent trips to your public library will give the child a chance to select new and different books, though it is important for children to own some books also. Check pointers listed below:

a. Try to avoid distractions - cut off T.V. and have other family members take phone messages if possible. Your child will see that both he/she and reading are important to you.

b. Establish a routine time and place for reading.

c. Let child select the book or books to be read.

d. Let the child sit close to you, see pictures and turn pages. Point out features of the pictures and encourage questions. At times, let the child guess what the outcome will be.

e. Read with expression, altering your voice for quotes and showing animation.

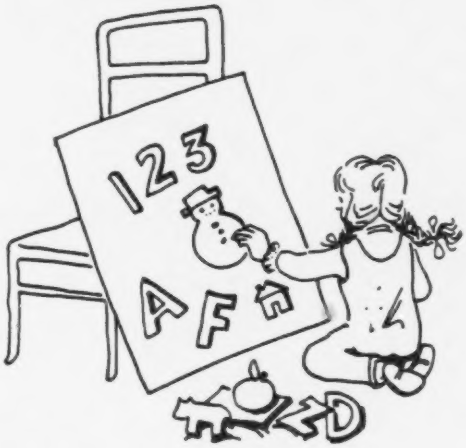
f. Let child act out some stories.

g. Paraphrase or simply "tell" a story when it is too long and may lose child's interest.

h. When books are well known or familiar, let the child "read" the book to you.

2

Make a flannel board by cutting a piece of corrugated cardboard from a large box. Cover with burlap which can be taped to the back. Cut felt designs, letters, shapes and numbers. Let your child tell stories, make signs, learn name or phone number.



3

If you take a daily newspaper, let your child bring in the paper. Discuss the kinds of information the paper has - current events, weather, sports, ads, comics and entertainment. Point out human interest stories and tell child about them.

4

Let your child dictate a letter to a family member in another city, and ask the relative to respond. The actual experience of writing a letter and receiving an answer is the child's best way of learning about reading letters. Perhaps the child can include a drawing or page from a coloring book for the relative.

5

When traveling, begin to note road signs and advertising. Soon your child will begin to ask you to read signs to them. Particularly large and colorful ones can be pointed out initially. When your child can identify letters, play Sign Poker. Complete the alphabet by finding each letter of the alphabet in sequence. Only one letter can be found on each sign. If there are enough passengers, the game can be competitive to see who completes the alphabet first.

Remarks:

Related Children's Books

Dugan, William. *The Sign Book*. New York: Golden Press, 1968.
Funks, Tom. *I Read Signs. New York: Holiday House, 1962.*
Keats, Exra Jack. *A Letter to Amy*. New York: Harper & Row, 1968.
Numeroff, Laura. *Beatrice Doesn't Want To*. New York: Franklin Watts, 1981.

Developing a Collaborative Transition Plan

by Valerie Campbell and
Juanita L. Sims

A Training Guide

Developing a Collaborative Transition Plan

MISSISSIPPI RESOURCE ACCESS PROJECT (RAP)

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Appalachia Educational Laboratory
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The Mississippi RAP

The Mississippi Resource Access Project provides training and technical assistance to Head Start programs in Mississippi in the area of preschool handicapped services. Special efforts are made to facilitate collaboration between Head Start and other resource providers to ensure quality and more comprehensive services for preschool children.

For further information, contact:
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Introduction

The evidence continues to mount that early childhood programs such as Head Start pay dividends later in life, both for low-income children and for society. There is also evidence that what happens to a child at the point of transition from preschool to elementary school may be a critical factor in ensuring payment of those dividends.

The belief that carefully planned transition policies and procedures are useful in enhancing the effects of preschool is based on two assumptions:

- Growth and learning in young children occur as gradual, continuous processes which are individual to each child; and
- Development and learning are enhanced when programs are planned on the basis of previous experience and of expected subsequent experiences and are implemented in an orderly sequence.

Effective transition calls for the development of policies that support the implementation of specific procedures and practices. The mutual expectations of both agencies must be defined. Transition planning must become a shared organizational responsibility.

Many obstacles have been identified as barriers to school system/Head Start planning:

- Differences in boundaries and complexity of systems inhibit Head Start's efforts to interface with many schools and administrative units.
- The inability of Head Start to serve all eligible children restricts referrals. Frequently, schools do not understand eligibility requirements.
- Confidentiality requirements can restrict communication.
- Differences in kindergarten or first grade curriculum and expectations are rarely articulated clearly.
- Parent involvement expectations and practices vary between the systems.
- While comprehensive health and social services are reflected in the basic components of Head Start services, it is not clear how this information will be used by the school system.

The barriers to effective transition can be overcome with a mutual commitment to planning.

A collaborative approach to transition offers many potential benefits to children and families. Transition planning will:

- extend comprehensive services
- alert the next institution to strengths and needs of individual children
- form a bridge that builds on the Head Start experience
- avoid expensive duplication of services
- reduce time lapse between assessment and services
- encourage continued parent involvement
- reduce defensiveness between programs through increased awareness of one another's goals, services, philosophies, and regulatory requirements and,
- provide positive mutual support systems for the child and family.

This training guide provides a process that Head Start can use to work more effectively with school systems in generating and documenting well-defined procedures for a positive and smooth transition.

It is recommended that persons planning to use this training guide be oriented or trained either by the Mississippi RAP or by someone the RAP has trained so that they can fully understand and implement all aspects of the process.

A Suggested Outline for the Development of a Transition Plan

I. Planning for the Initial Transition Meeting

A. Head Start Directors' Preliminary Meeting with Head Start Component Staff and Parents.

1. Discuss collaboration activities that are already taking place between Head Start and the elementary school (any problems, positive outcomes, etc.).
2. Include group interaction and sharing on both the administrative and center implementation level.
3. What are component staff's and parents' needs, concerns, expectations and recommendations? (See *Areas for Concerns* — page 7).

B. Whom to Invite to Transition Planning Meeting

1. Head Start Director and Component Heads who can contribute concerns, ideas and/or suggestions.
2. Elementary school decision makers and administrative implementors. (Superintendents, Principals, Special Education and Early Childhood Coordinators and other appropriate staff).
3. Consider having a balanced number of staff from both agencies.
4. Determine the geographic area to be covered at the meeting (school district, county, grantee areas or whole program) based on size, need and circumstances of programs.

C. How to Invite Participants

1. Examine political and historical backgrounds of community and participants to help determine methods of contact.
2. Invitation letter should come from Head Start Director. (See *Sample of Initial Letter* — page 8.) Provide enough information in the letter to stimulate interest and to provide a clear statement of the focus and objectives for the meeting.
3. Choose a method of invitation (e.g.: letter followed by phone calls) that best suits the needs and capabilities of the program. Discuss who should make follow-up calls — the Director may be the best person, or consider Education/Special Services staff who are in frequent contact with school staff and who have already established relationships.

D. When and How Long to Hold the Meeting

1. Determine when and how long the majority of invited guests can participate. (Consider agency and program schedules).
2. Try to keep the meeting short or arrange for lunch.
3. Get a commitment from school participants to stay for the entire meeting, including the orientation, group interaction, and planning phases.

E. Where to Hold the Meeting and What to Provide

1. Initially, hold the meeting on neutral territory, if necessary (hotel, library, university. etc.).
2. Room arrangement should allow for group interaction and exchange.
3. Provide refreshments, name tags, agenda, and information packets about the school system and Head Start programs.
4. Consider having a display of Head Start and school materials (curriculum, assessment tools, CDA information, Performance Standards, etc.)

F. How to Assign Program Participants and Determine Their Responsibilities

1. Try to choose presenters and small group session facilitators who have been involved in the collaborative process.
2. Consider personalities of Head Start and school presenters and facilitators. (Knowledgeable, confident, open, positive, committed to collaboration, responsible for following through, etc.).
3. Develop an outline of the program and share it with presenters and facilitators ahead of time.
4. Be sure that all presenters and facilitators know what to present, when to present, and how much time they have.

II. The Initial Transition Planning Meeting

(See *Sample of Agenda of Transition Planning Meeting* — page 10).

A. Purpose and General Goals of Initial Transition Meeting

1. To become acquainted with one another's goals, services, philosophies, and agency policies.
2. To share the advantages of interagency coordination for transition planning and service delivery.
3. To identify common issues that can be carried out through a collaborative relationship.

4. To discuss and share activities to which each program will commit and which will promote cooperation between agencies and a smoother transition of children.
5. To develop an initial plan of action or transition plan to help ensure continuity of services for children.

B. Orientation and Overview of Head Start/School System and Benefits of Collaboration (Phase I)

1. Exchange necessary information about Head Start and elementary school with the audience. (See *Areas for Concern* — page 7).
2. Help dispel myths and misconceptions.
3. Recognize past mistakes. Establish a new beginning if necessary.
4. Provide materials to emphasize the benefits of collaboration. (e.g.: Slide/tape show — "Transition From Preschool to the Public School," The Chapel Hill Training Outreach Project).
5. Keep presentations brief and to the point by placing time limits on the agenda and announcing them to the group.

C. Group Interaction Through Small Group Sessions (Phase II)

1. Divide a large group into smaller, workable groups (or by school districts) for interaction. (See *Objectives of Small Groups* and *Agenda* — page 11.)
2. Have a circular seating arrangement with tables.
3. Have a facilitator with a recorder lead each group.
4. Share and record any coordination and collaboration that has already taken place between Head Start and specific school systems. (Use *Transition/Collaboration Checklist* — page 13).
5. The facilitator may decide that the group needs to discuss parent and staff expectations and similarities and differences between programs (See #4, questions under *Agenda* — page 11)).

D. Development of Joint Commitment Through Plan of Action (Phase III)

1. Have a recorder write meeting dates and firmed-up transition activities identified in previous discussion on a plan of action sheet. (See *Plan of Action* or *Action Plan* — pages 14-15).
2. Decide who will carry out the planning and the plans as members of the Local Transition Committee for each school district. Designate a local chairperson.
3. Establish methods of execution, persons responsible, and time lines for completion.
4. Complete summary report of small group sessions. (See *Summary Report Questions for Small Group Sessions* — page 12).

5. The recorder will mail the plan of action and the summary report to the small group and committee members.

**Note:* Plan of Action *may* include the Transition Plan but if more time is needed to develop Plan, set up a local Transition Planning Meeting.

III. Development of the Transition Plan Through Local Transition Committee Meetings.

A. **The local Transition Committee meets as arranged at the Initial Meeting.**

B. **Discuss and determine transition activities for *all* children leaving Head Start and for their families.**

C. **Discuss and determine transition activities specific to children with special needs who are leaving Head Start and to their families.**

D. **Determine other areas of collaboration.** (See *Suggested Transition Activities* — page 16 to complete III B, C, and D).

E. **Develop specific milestones with completion dates for all activities.** (See *Sample Cooperative Agreement/Transition Plan* as a guide — pages 29-31).

F. **List person(s) responsible for each task.**

G. **Establish a review date to determine progress and to discuss other areas of collaboration.**

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Areas of Concern for Head Start Staff And Parents Relating to The Elementary School Program

Education

- curriculum
- testing procedures
- classroom composition
- educational assessment
- daily schedules
- physical arrangement
- classroom rules and routines
- self help skills needed
- discipline/reinforcement used
- teaching styles (small groups, etc.)
- staff development

Special Services

- referral-to-placement process
- support systems available
- educational assessment
- entrance testing
- PL 99-457
- how Head Start records will be used in school system
- professionals and instruments used to make diagnosis
- confidentiality
- eligibility requirements

Parent Involvement/Social Services

- parent orientation
- parent involvement activities
- parental forms
- parental rights and responsibilities
- classroom and grouping activities
- methods of notification about program
- school regulations and procedures

Health

- when which screenings take place
- health forms used
- parental information needed
- screening and diagnostic providers
- transfer of health forms to school system

Other Component Concerns

- overlapping transportation routes
- time of school pick-up and drop-off
- vacancies on bus
- attitude toward kindergarten
- attitude toward Head Start population
- provisions for breakfast and snacks
- transfer of records of children with specific nutritional needs

Initial Letter to be Sent to School Administrators by Head Start Director

(sample)

Dear ________________:

Effective communication among agencies helps one program build upon the other and permits agencies to work together to develop common goals and achieve a harmonious relationship. With the severe budget cuts that the programs in our state are experiencing, it is critical that agencies work together to provide the best, most comprehensive services for our children.

As Director of (Head Start Agency), I invite you to attend a day of coordination and collaboration between our Head Start program and the school systems within the counties that we serve. This collaboration event is scheduled for (Date). We are also requesting that the Principals, Special Education Directors, and Early Childhood Coordinators or their designee be represented.

The intent of this meeting is to help us develop plans for the upcoming year so that we can work together and provide a smoother transition of Head Start children to the elementary school. This Transition Planning Meeting will include an overview of Head Start, presentations from representatives of your Local Education Agency (Special Services and Early Childhood Division), and small group sessions where school system staff will get a chance to meet with their Head Start counterparts to discuss collaborative efforts.

We hope that you will plan to attend our "Transition Planning Meeting", which will begin at ______________________ and end at ______________. I have enclosed a response form for you so that we can adequately prepare for this event.

We look forward to establishing a closer working relationship with you and your school system to better serve our children and their families.

*NOTE: Adjust letter to reflect each program's dynamics and needs and to request specific school staff to make presentations. A letter should be sent to the school superintendent and, if appropriate, also to the LEA Early Childhood Coordinator and Special Education Director, principals, and other relevant LEA administrative staff to ensure that all the necessary components are involved.

Transition Planning Meeting
Response Form

(to be returned by __________)

NAME ____

SCHOOL SYSTEM ____

POSITION ____

I WILL __________ WILL NOT __________ BE ABLE TO ATTEND

I WILL SEND A DESIGNEE __________________

I WILL NOT BE ABLE TO ATTEND THE SESSION, BUT I AM INTERESTED IN MEETING INDIVIDUALLY WITH YOU _________

COMMENTS AND/OR SUGGESTIONS __________________________

____

____

____

____

____

____

Thank you for your response.

Transition Planning Meeting

(Sample Agenda)

Greetings

Purpose of Meeting

Overview of Head Start
National, State and local information

Overview of Head Start Special Services Component

Overview of Head Start Education Component

Overview of School System
School or State Department of Education Representative

Overview of School Special Services Program
Special Services Representatives from
State or Local Education Level

Overview of Early Childhood Program
Early Childhood State Representative or Local Coordinator

Slide/Tape Presentation
"Transition From Preschool to Public School"
(Chapel Hill Training-Outreach Project)

Break

Small Group Sessions
(See *Agenda and Objectives of Small Group Sessions* — page 11)

Report of Small Group Sessions
See *Discussion Questions* — page 12)

Final Remarks/WRAP-UP

Objectives of Small Groups

1. To become acquainted with Head Start and school system staff.
2. To share information about the collaboration activities that have already taken place between Head Start and the school system.
3. To discuss and share concerns about children's and families' problems when coping with change.
4. To develop a plan of action for carrying out transition strategies when participants return to their respective agencies.

Agenda

(Small Group Sessions)

1. Identify Facilitator and Recorder and Discuss Objectives for Small Group
2. Get Acquainted Period/Ice Breaker
3. Discuss Ways Head Start and the School System Have Worked Together
   (Fill out *Collaboration Checklist* and discuss. Each person gets one to fill out.)
4. Brainstorm Four Questions
   a. How are our programs different and how are they similar?
   b. How do our expectations of children differ?
   c. What can we do to prepare children and families for a smooth transition from Head Start to the school system?
   d. How can we provide more continuity of experiences and expectations for young children?
5. Develop "Plan of Action" and/or the "Transition Plan"
6. Prepare Summary Report

Summary Report Questions for Small-Group Sessions

1. Briefly discuss areas of collaboration that are taking place or have already taken place between Head Start and the school system.
2. What was the main area of concern for the school system?
3. What was the main area of concern for Head Start?
4. Discuss the "Plan of Action" or the "Transition Plan." What are the major activities that will take place in your area after the meeting?
5. What do you consider the major positive outcome of your small group session?

Transition/Collaboration Checklist

(Place check in box next to each item as to whether it is being done, or is being considered for future activity)

	Indicate applicable symbol*					
	S	H	M	P	I	O
1. Are children being referred for services to LEA and/or H.S.?						
2. Are children's records being transferred to LEA from H.S.?						
3. Does LEA staff assist H.S. in screening and/or evaluation of their children?						
4. Are children, while they are still in H.S., being ruled eligible for special education placement by LEA?						
5. Do H.S. and LEA staffs participate jointly in staffings or IEP meetings for H.S. children who go to LEA?						
6. Does LEA provide therapy for H.S. children?						
7. Do H.S. and LEA provide any joint services to preschool children in order to meet the comprehensive needs of a child (part-time placement, sharing of personnel, sharing of buildings)?						
8. Do H.S. and LEA provide transportation for any of one another's students?						
9. Is there any exchange or use of equipment or facilities between LEA and H.S. (H.S. graduations, etc.)?						
10. Does LEA staff serve on H.S. advisory committees, and does H.S. serve on LEA boards or committees?						
11. Is there sharing of training events (inservice training or staff development)?						
12. Does LEA staff provide an orientation for H.S. parents, staff, and children? Does H.S. provide orientation for LEA on services of H.S.?						
13. Is there a collective effort to have H.S. children and/or families visit public schools for orientation and/or observation of new environment?						
14. Does LEA staff visit H.S. classrooms to observe H.S.'s educational environment and activities, and vice versa?						
15. Has H.S. or LEA added or changed curriculum activities to reflect transitional needs of children?						
16. Is H.S. involved in promoting LEA kindergarten registration?						
17. Does LEA submit any articles for inclusion in a H.S. newsletter, or vice versa?						
18. Do you have a written or oral transition agreement (indicate which)?						
19. Is there any agreement between H.S. and LEA to share funds in order to better serve preschool handicapped children under the provisions of P.L. 99-457?						
20. Attach other collaborative activities in which you are involved or interested.						

*Symbols

S - School provides or is involved with Head Start
H - Head Start provides or is involved with school
M - Both agencies provide to each other or work together

P - Presently doing
I - Interested in doing
O - No exchange

Head Start/School System Plan of Action — Transition Plan

Head Start Program ____________________

Contact Person ____________________

Telephone Number ____________________

Date ____________________

School District ____________________

Contact Person ____________________

Telephone Number ____________________

Task(s)/Objectives	School System Responsibilities/Contact Person	Head Start Responsibilities/Contact Person	Date Task/Objective To Be Completed

Head Start Program ______________________ School District ______________________

Action Plan

Objectives

1. ____

2. ____

3. ____

Objective 1:		
Action Steps	Target Date	Who

Objective 2:		
Action Steps	Target Date	Who

Objective 3:		
Action Steps	Target Date	Who

(Portage Project)

Suggested activities for a Transition Plan

I. Transition Activities for All Head Start Children Entering Elementary Schools and for Their Families.

A. Head Start Classroom Activities To Ease Transition

- Dramatic play and role playing about school
- Art activities about new environment
- Developing telephone usage
- Map and calendar use for sense of time and space
- Assessing and teaching survival skills for transition
- Bus ride to school system
- Books, photographs, slides or video on kindergarten
- School classroom visitation
- Growth changes

B. Cooperative Activities Between Head Start and Local School System

- Elementary school registration through Head Start cooperation
- Joint Transition Planning Meeting
- Joint school year calendar of events
- Joint information sharing based on need
- Parental Handbook on preparing for elementary schools
- Exchange curriculum ideas
- Exchange visits between Head Start and elementary school teachers
- School system Orientation Meetings
- Summer activity calendar for child and parents
- Parental conferences with elementary school staff
- Elementary school visits by Head Start parents

II. Joint or Cooperative Activities Specific to Children with Special Needs and to Their Families

- Record sharing
- IEP involvement
- Technical Assistance
- Training
- Transportation
- Joint services to children
- Transition or orientation meetings
- Screening, assessment, evaluation, and treatment
- Sharing of staff
- Head Start diagnosticians approved by SEA
- Prompt eligibility ruling
- Visits between agencies
- Information booklet on schools' Special Services Program
- Parents' rights and responsibilities
- Summer activity books
- Child's Progress Report
- Joint planning meetings
- Parent conferences
- PL 99-457 concerns
- Referrals

III. Other Collaborative Activities

- Participation on Policy and Advisory Committees
- Joint staff development/ training activities
- Exchange newsletter information
- Share facilities, transportation, equipment and materials

Barriers and Strategies in the Initial Stage of Developing a Transition Agreement

---

Communication

Barriers	*Strategies*
1. The myths and/or misconceptions about one another's agencies, coupled with a lack of knowledge about what the other agency provides.	1. Provide a joint orientation meeting that explains what Head Start's and the school system's goals and services are.
2. A tendency to fall back on past mistakes, failures and prejudices in order to justify discontinuity.	2. Meet with the school system and indicate commitment and ways to better serve young children. Stress the present not the past. Admit to mistakes in the past, but accentuate what needs to be done now for children and families and how each program needs the other. Recognize that both have something to offer.
3. The inability or insecurity some Head Start staff have when approaching school systems to explain Head Start's capabilities and services.	3. Expand knowledge base about Head Start's history, demographics, policies, and services. Improve communication skills by training and/or by having technical assistance provided by a support/experienced networker.
4. Lack of communication with decision makers and/or implementors, which obstructs or limits coordination and collaboration.	4. Make sure that decision makers and administrative implementors of both agencies are present and involved in orientation, determining needs, and developing initial plans of action.
5. Programs might develop a limited or an uncreative collaboration agreement.	5. Explore all possibilities of coordination and collaboration, considering all components of each agency. Reconsider before you say that you cannot do something just because it hasn't been done before. Share activities that have been done in other places. Always ask "why not?" when someone says they can't do something.

Educational Program

Barriers	*Strategies*
1. The school system perceives the Head Start curriculum to be inappropriate or without theoretical background. Head Start is seen as a baby sitting agency.	1. Share information about curriculum being used and about educational goals that are currently being implemented. Investigate modifying or incorporating skills needed to aid in transition as long as they agree with the agency's guidelines and are appropriate for the developmental needs of children. Inform the school about the educational assessment process used in determining an appropriate and individualized program. Become knowledgeable about various curricula, educational theories, and assessment. Be ready to share your knowledge and skills with school system.
2. Head Start staff is seen as unqualified	2. At the orientation session, 1) share the training that is carried out for staff by qualified people, 2) the number of staff with Child Development Associate (CDA) or other degrees, 3) what CDA is and 4) what the agency's goals are for increasing the skill level of the staff. Indicate a desire to share expertise in meeting training and technical assistance needs of the staff. Let representatives from the school system visit the classroom, observe the teachers, and see their work.

Forms

Barriers	*Strategies*
1. Some forms that Head Start fills out are similar to the required forms that the school system, Health Department and other agencies fill out. This duplication of effort overburdens the staff, parents, and children.	1. Each agency should review all relevant forms and explore ways they can modify or eliminate some similar forms. Emphasis should not be made on who gives, but on what is needed to expedite the service process.

Services for Children with Handicaps

Barriers	*Strategies*
1. The school system doesn't understand or know what Head Start's responsibilities are toward children with handicaps.	1. Explain how Head Start complies with national and regional handicap guidelines. Discuss methods of complying under the different components of P.L. 94-142 and P.L. 99-457 (least restrictive environment, IEPs, parental involvement, testing, etc.)
2. There are concerns about the qualifications of the professionals making the diagnoses.	2. During the general orientation session, emphasize the qualifications of your diagnostic providers. Many times they are the same examiners that the school uses. To ensure and expedite local school system acceptance of records, make sure that Head Start providers are approved according to State Department of Education guidelines.
3. After they leave Head Start, children with handicaps are sometimes without appropriate placement for an extended length of time.	3. To ensure an earlier eligibility ruling for school placement, make sure that referrals and records are shared at the time that the school requests. Become an advocate for parents to ensure their input for appropriate services and placement for children. Follow up and maintain contact with parents and school to make sure that services are received and maintained.

Transition Checklist

- **Home-based Programs**
- **Parental Involvement**

Adapted from Portage Project materials

Considerations for Transitioning a Child from a Head Start Classroom or Home-based Setting into the Public Schools

1. *What will be different for the child?*

☐ building
☐ larger classroom
☐ child/adult ratio larger
☐ more structure
☐ different equipment
☐ less free time
☐ longer day
☐ bathrooms
☐ new playground
☐ new fears
☐ greater distance
☐ discipline
☐ new staff
☐ busing/walking
☐ new expectations
☐ new children
☐ cafeteria
☐ less mainstreaming
☐ less freedom of movement
☐ fewer choices of things to do
☐ less acceptance of handicapped child
☐ less teacher attention
☐ less opportunity to individualize
☐ less contact with caregivers

2. *Brainstorm ideas and activities for teaching the skills needed to deal with this change. Be creative and imaginative!*

☐ dramatic play — provide props
☐ a pretend day
☐ set up cafeteria/role play
☐ discuss differences and the reason for the change
☐ praise children for progress and tell them they're ready for kindergarten
☐ allow child more independence with structure
☐ increase appropriate structural activities
☐ visit new school
☐ concentrate on readiness during the last month: dressing, toileting, paper and pencil activities, etc.
☐ role play new situations: principal, new friends, notes home, etc.
☐ talk to parents ahead of time about potential anxieties
☐ send information folder to new school on each child
☐ make picture of new school
☐ teach bus skills, take a ride on a bus
☐ have older siblings or former Head Start children talk to your class
☐ have a party to introduce children before school begins
☐ have kindergarten teacher visit your Head Start class
☐ visit new playground/library
☐ take pictures of new environment
☐ have a kindergarten class make a book for Head Start children.

How Can Parent Involvement Be Continued in the Kindergarten Program?

1. *What will be different for the parent?*

☐ less time in classroom/program
☐ less rapport initially
☐ more formal/more structured
☐ less total interaction
☐ fewer educational opportunities (parent meetings, conferences)
☐ more expensive (supplies, special activities, meals, etc.)
☐ more threatening

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Adapted from Portage Project materials

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2. *List the ways the parent could continue to be involved and the skills needed for that involvement.*
   - ☐ P.T.A.
   - ☐ teaching at home
   - ☐ classroom volunteer (room mothers)
   - ☐ make the first move
   - ☐ adult show and tell
   - ☐ share skills
   - ☐ call/see/write teacher
   - ☐ ask that teacher keep in contact
   - ☐ use Head Start as resource
   - ☐ field trips
   - ☐ attend parent conferences/open houses
   - ☐ assist in writing I.E.P.s
   - ☐ know parents' rights
   - ☐ playground supervision

3. *Describe the support role each of the following could provide:*

   The Head Start teacher?
   - ☐ introduce parents to new situations
   - ☐ make them aware of parents' rights
   - ☐ be available for information
   - ☐ participate on multidisciplinary team
   - ☐ be an advocate

   The new teacher?
   - ☐ invite parents to come in
   - ☐ read information on child in file
   - ☐ have representative from school at Head Start parent meeting

   The Handicap Services Coordinator?
   - ☐ keep communication lines open
   - ☐ participate in placement meetings
   - ☐ accompany parents to new school

Determining Differences Between Preschool and Kindergarten Programs

Classroom Composition

1. How many teachers, teachers' aides and volunteers work in the classroom?
2. How many children are in the classroom?
3. Do the numbers of adults and children in kindergarten differ from preschool? (The adult/child ratio is the number of adults to the number of children.) The typical preschool contains 2 or 3 adults and 18 to 20 children. The typical kindergarten contains 1 or 2 adults and 20 to 30 children.

Teacher Attention and Reinforcement

1. How frequently do teachers attend to the students with praise, instructions or reprimands? (e.g., How frequently do teachers provide praise? Every few minutes, only at the end of an activity, individually or as a group?)
2. Do teachers provide special rewards or back-up activities for good behavior? (e.g., additional free time, access to the art center, good work certificates, positive home notes)
3. What are the consequences for disruptive or inappropriate behavior? (e.g., temporary removal from the activity, loss of recess or free time)

Physical Arrangement

Is the physical arrangement of the kindergarten different from the preschool?

1. Do children sit on individual mats or on a group rug?
2. Do children work at tables or at desks?
3. Are work and play areas clearly separated?
4. Are play areas visible from work areas?
5. Is the bathroom or drinking fountain adjacent to the classroom or down the hallway?
6. Are there interest centers?

Daily Schedule

1. Is the kindergarten in session longer than the preschool?
2. How many minutes do children spend:
   a) in large groups (singing, sharing, listening to stories, having snacks)?
   b) in small groups?
   c) doing academic work and fine motor activities?
   d) in free play activities?
   e) in recess and large motor activities?
   f) in moving from one scheduled activity to another (e.g., lining up for recess, waiting to be called from large group to small group)?

Classroom Rules and Routines

1. Are children required to raise their hands:
   a) for permission to speak?
   b) when they have finished a task?
   c) to seek assistance?
2. Do children speak out? If so, when? (e.g., volunteering answers in a large group.)
3. During which activities can children talk to their classmates and move about the room?
4. Do children have free or limited access to the bathroom, water fountain, pencil sharpener, and/or supplies?
5. Do children manage all or some of their own materials (e.g., crayons, paper, paste) or do they use community materials? Which materials do they manage?
6. Do children walk in line single-file or double file? Do they hold hands?

Academics

1. Are there minimum competency levels? Is there a kindergarten readiness checklist?
2. Which academic subjects are taught?
3. Which curriculum materials are used most typically? For example, are math concepts taught through manipulative materials, such as Cuisenaire rods, through work sheets, or through both?
4. Are lessons taught in large or small groups?
5. How do children respond during instruction?
   a) Do children recite answers? For which subjects? (e.g., alphabet, numbers.)
   b) How often and for which subjects do children reply as a group to teacher questions?
   c) How often and for which subjects do children respond individually to teacher questions?
   d) How often and for which subjects do children produce written responses?
      - Which response formats are used? Do children circle the right answer, color in the right answer, mark (X) the right answer, mark (X) the wrong answer?

Self-Help Skills

Which self-help skills do most children demonstrate?

1. Dressing independently for outdoors?
2. Shoe tying?
3. Drinking milk through a straw?
4. Hand washing?
5. Nose care?
6. Toileting?

The worksheet on the following page, along with these explanations for each area of potential difference, may be used by Head Start personnel in observing the kindergarten classroom.

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Sample Cooperative Agreement and Transition Plan

The transition plan can be developed using the MBO approach and should include the following dimensions:

1. An introductory statement of how and when the Head Start staff, Head Start parents, and each Local Education Agency were involved in determining transition needs.
2. An overview of current transition activities that have already been established, along with future coordinated efforts.
3. Methods used to identify transition issues of *all children*, including *children with handicaps*, should be stated. Specific transition issues to be addressed should be incorporated into the plan or as an attachment.
4. Transition issues and activities attempted should be reviewed each year by both Head Start and LEAs to determine their effectiveness and any need for revisions and/or expansion.
5. Milestones should be monitored to ensure that activities are taking place as specified.
6. In a joint effort to develop strategies for a smooth transition, other collaborative ideas can be raised. Grantees should be encouraged to incorporate, develop, and/or explore arrangements that demonstrate an effort to work more closely together with the school district. This will help eliminate gaps in services, reduce costs, and/or improve the quality of programs for young children.

______________________________ and ______________________________

have agreed upon the following cooperative activities that will provide for the smooth transition of children leaving Head Start and entering the elementary school. All areas of collaboration involving the school system and Head Start will be in accordance with the policies and procedures of both agencies.

Objectives	*Procedures for School System*	*Procedures for Head Start*	*Timeline*
I. To make age appropriate referrals to the school system and to Head Start.	**I.** Refer preschool handicapped children and those suspected of having a handicap or of need of Head Start services to Head Start when appropriate.	**I.** Refer to school any identified school age children who are not enrolled in school.	When applicable
II. To assist in the provision of a smooth transition of children leaving Head Start and entering the school system, who are identified as, or suspected of being handicapped.	**II A.** Arrange for LEA special education staff member to come to the Head Start program to explain school's special education process and services available to parents of children who are handicapped.	**II A.** Schedule conferences with parents of graduating handicapped children with school's Child Find Coordinator. Permission for releases of information will be obtained.	December-April
	II B. Begin school's assessment process for early eligibility ruling for school placement for Head Start children preparing to enter kindergarten.	**II B.** The IEP, diagnostic reports, anecdotal reports, medical records, and other pertinent information will be shared with the school to assist in eligibility ruling.	March-June

Objectives	*Procedures for School System*	*Procedures for Head Start*	*Timeline*
III. To familiarize the school system with Head Start and Head Start with the school's guidelines, methods and concerns.	**III A.** Make arrangements to send teachers or district representatives to Head Start centers for classroom observations. The school will notify Head Start in advance to set the time and place for observations.	**III A.** Make arrangements to send teachers or Head Start representatives to schools for classroom observations. Head Start will notify the school in advance to set the time and place for observations.	February-April
	III B. Work with Head Start on developing curriculum activities for transition.	**III B.** In coordination with the school, develop or modify transition activities for children and families — based on differences and needs.	February-May
IV. To familiarize children leaving Head Start and their families with the school system.	**IV A.** Provide Head Start representatives with information and materials on transition needs of children entering the elementary school and make these available to families of Head Start children.	**IV A.** Invite parents and teachers of children leaving Head Start to a school system orientation meeting in Head Start facilities.	April-May
	IV B. Conduct pre-registration for children leaving Head Start at end of year activities.	**IV B.** Provide time and space for elementary school registration for Head Start children at end of year activities.	August
V. To share information, expertise and training between the school system's staff and Head Start, which may be beneficial in assisting persons who are interested in or working with young children.	**V A.** Invite Head Start personnel to relevant training if space is available.	**V A.** Invite school system personnel to relevant training if space is available.	Continual
	V B. The school system will provide special education and early childhood personnel consultation assistance to Head Start and become involved in Head Start services when feasible.	**V B.** Head Start will provide special or early childhood education services to the school system and become involved in school services when feasible.	
	V C. Child Find Coordinator will observe atypical Head Start children and provide suggestions for intervention and diagnostic needs upon request from Head Start.	**V C.** Provide available assessment, behavioral and medical information on Head Start atypical children to assist the school in making intervention recommendations.	
VI. To continue to discuss ways of coordinating transportation.	**VI.** Responsible Head Start and school system officials will agree to facilitate the sharing of transportation services, when feasible.	**VI.** Responsible Head Start and school officials will agree to facilitate the sharing of transportation services, when feasible.	Continual

Objectives	Procedures for School System and Head Start	Timeline
VII. To evaluate plan periodically and coordinate collaboration efforts through biannual meetings.	**VII.** School and Head Start representatives meet to evaluate effectiveness of coordination efforts. Discussion will be continued on sharing resources (materials, children, providers, etc.) to increase comprehensive and quality services for children. Determination of needed modifications, expansions, and/or additions to written agreement will be made.	April and October

Special Services Representative, Head Start

Special Education Representative, School System

Education Representative, Head Start

Principal/Early Childhood Coordinator

Head Start Director

Superintendent

Date

If a grantee has not had an opportunity to meet with local education agencies because of time restraints, an actual transition plan **cannot be developed. Each local education agency must be involved in the plan.** *However, a plan to develop a transition plan is acceptable for an interim period (approximately 2-3 months, depending on the number of LEAs in the grantee's catchment area) before an actual transition plan is required. This preliminary plan will chart out procedures to be used to facilitate the involvement of Head Start, parents, and LEA staff in determining transitional concerns and in developing activities and procedures to meet these identified needs. Time-lines should be included that specify when expected outcomes will occur. The time-lines include proposed planning meetings; when the transitional plan will be developed; and when the plan will be sent to the ACYF Regional Office for approval.*

HEAD START
caring and sharing
since 1965

Preliminary Transition Plan

Objective
To plan for the provision of a smooth and orderly transition of children from *(Head Start Agency)* to the *(school system)* during the ________________ program year.

Justification and Approach
The *(Head Start Agency)* staff recognizes the importance of a collaborative working relationship between school systems and Head Start programs. A planned transition process will serve to extend comprehensive services, assure the school system's awareness of strengths and needs of individual children, avoid duplication of services, reduce the time lapse between assessment and services and encourage more parental involvement.

Milestones	S	O	N	D	J	F	M	A	M
1. Head Start Director holds preliminary meeting with Head Start component staff and parents to discuss collaboration activities and to plan for initial transition meeting.	▲								
2. Head Start Director sends invitation letter to Superintendent, Principal, Special Education Director and Early Childhood Coordinator to attend the Transition Planning Meeting.	▲								
3. Head Start Director or component head makes follow-up phone calls to see if persons invited to Transition Planning Meeting are attending.		▲							
4. Initial Transition Planning Meeting is held between Head Start and school system (see attached *Tentative Agenda and Suggested Transition Activities Samples* on pages 10 and 16) to develop a draft Transition Plan.		▲							
5. Head Start sends draft Transition Plan to school's Superintendent and/or School Board for modification and final approval.			▲						
6. Head Start sends final Transition Plan to Superintendent for signatures.									
7. Submission of Transition Plan to Head Start Regional Office.				▲					

HEAD START

HIGHLIGHTS ON
TECHNICAL ASSISTANCE PROVIDER

Appalachia Educational Laboratory, Inc.
P.O. Box 1348
Charleston, WV 25325

Who to Contact for Early Childhood Information (0-8 years):

Carol Perronncel, Staff Associate
Early Childhood Project
800/624-9120

Target Population Served:

Kentucky
Tennessee
Virginia
West Virginia

Services Provided:

See attached

Resources available specific to issues of transition and/or linkages:

Preschool-to-School Linkages and Transition Resource Notebook

General resources available:

5,500-volume library, ERIC microfiche, topical reports and files; AEL's quarterly newsletter, The LINK; Occasional Papers Series; "R & D Notes"; and News-Scan Bulletin

History of Organization:

See attached

Organizational Goals/Focus and Priorities:

See attached

APPALACHIA EDUCATIONAL LABORATORY

THE Appalachia Educational Laboratory is a private, nonprofit corporation that initiates ongoing R & D-based efforts to improve education and educational opportunity. It is governed by a 28-member Board of Directors from four states: Kentucky, Tennessee, Virginia, and West Virginia.

In 1991, AEL celebrates 25 years of working with educators and those concerned about education to bring together the wisdom of practice and the knowledge of research as a means of developing sensible solutions to education problems.

AEL's work falls into one of three categories: activities as a Regional Educational Laboratory; services of the ERIC Clearinghouse on Rural Education and Small Schools; and performance of other, small contract work with local, state, and regional organizations. The Regional Laboratory and the ERIC clearinghouse are funded under separate contracts with the Office of Educational Research and Improvement, U.S. Department of Education.

Regional Laboratory

AEL's regionally focused work is carried out through the Regional Educational Laboratory contract it holds for its four-state area. Ten such institutions are located across the country.

So that educators and others in the four states can become easily involved in the work of the Regional Laboratory, AEL operates programs for...

...classroom teachers;

...local school administrators and school board members;

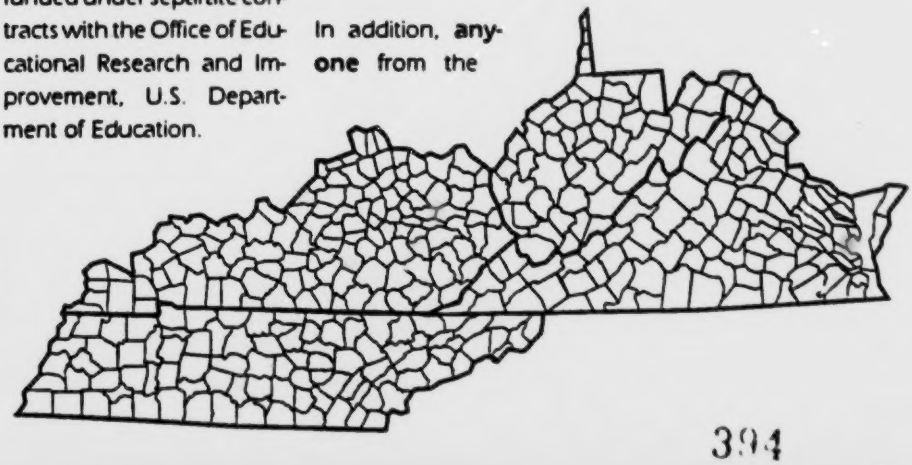
...teacher educators;

...state-level policymakers;

...urban community members, parents, and educators; and

...rural educators and communities.

In addition, **anyone** from the AEL Region interested in education can receive direct services through AEL's Resource Center, which provides ERIC searches, free and at-cost education materials, and telephone consultations.



ERIC Clearinghouse on Rural Education and Small Schools

AEL serves a national audience in its contract to serve as one of 16 clearinghouses in the ERIC system. Through a nationwide computer-searchable database, ERIC makes articles and documents about education accessible to all who are interested.

The clearinghouse at AEL abstracts and places into the system written works on rural education, small schools, American Indians and Alaska natives, Mexican Americans, migrants, and outdoor education. It also produces—and makes directly available—products that synthesize work in these areas.

Contracts with Other Agencies

AEL seeks and carries out contracts and grants from various agencies to perform specific R & D services related to improving education. These contracts include, for example, assistance to a local school system considering year-round schools, and a third-party evaluation of a state AIDS prevention education program.

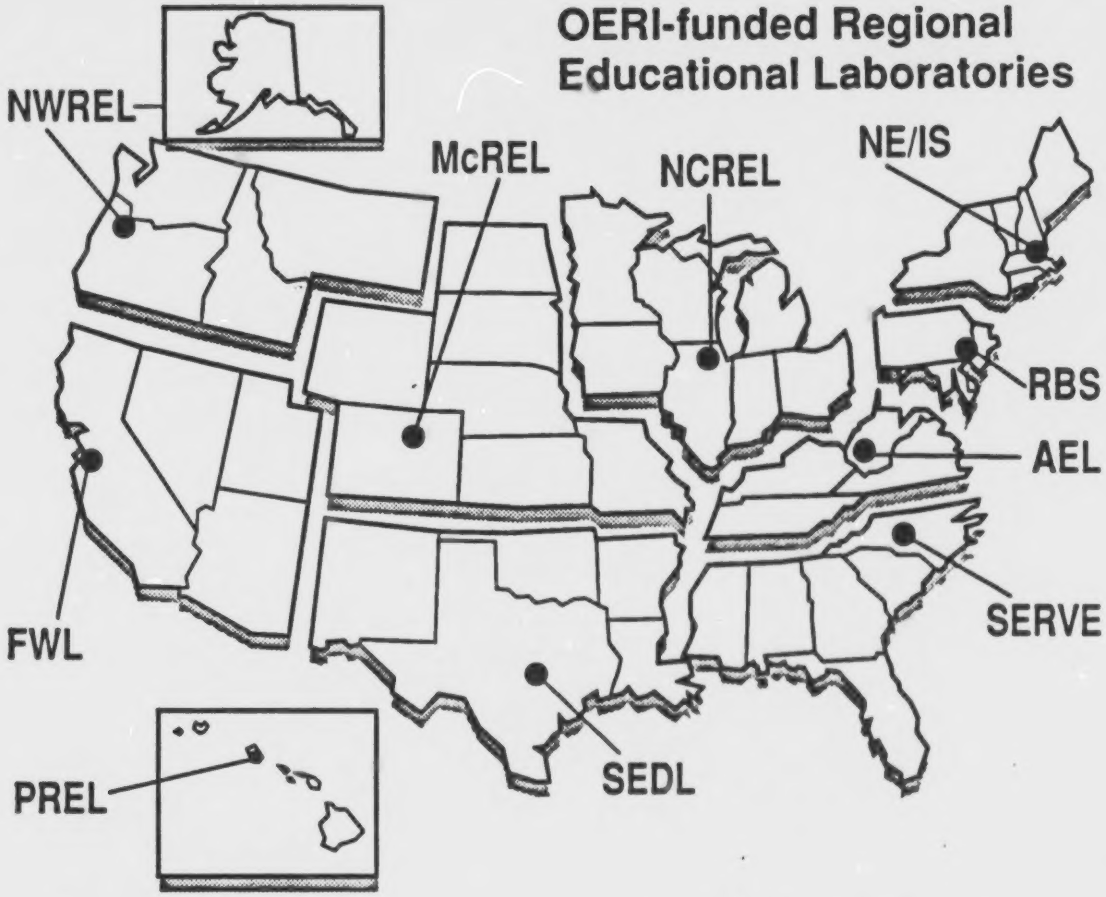
Additional Information

Write or phone for more information about AEL. Various resources and services are available—many of which are free. We'll be glad to send you the Regional Laboratory's quarterly newsletter, *The Link*, and other materials to make sure you know what we have to offer and how to put us to good use.

AEL
25 YEARS

Appalachia Educational Laboratory
P. O. Box 1348
Charleston, WV 25325
800/624-9120 (outside WV)
800/344-6646 (in WV)
347-0400 (local)

OERI-funded Regional Educational Laboratories



Appalachia Educational Laboratory (AEL)
P. O. Box 1348, Charleston, WV 25325
Serves: Kentucky, Tennessee, Virginia, West Virginia

Far West Laboratory for Educational Research and Development (FWL)
1855 Folsom Street, San Francisco, CA 94103
Serves: Arizona, California, Nevada, Utah

Mid-continent Regional Educational Laboratory (McREL)
12500 E. Iliff Avenue, Suite 201
Aurora, CO 80014
Serves: Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, Wyoming

North Central Regional Educational Laboratory (NCREL)
295 Emroy Avenue, Elmhurst, IL 60126
Serves: Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, Wisconsin

Northwest Regional Educational Laboratory (NWREL)
101 S.W. Main Avenue, Suite 500
Portland, OR 97204
Serves: Alaska, Idaho, Montana, Oregon, Washington

Pacific Regional Educational Laboratory (PREL)
1164 Bishop Street, Suite 1409, Honolulu, HI 96813
Serves: American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Hawaii, Republic of the Marshall Islands, Republic of Palau

The Regional Laboratory for Educational Improvement of the Northeast and Islands (NE/IS)
290 South Main Street , Andover, MA 01810
Serves: Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, Vermont

Research for Better Schools (RBS)
444 North Third Street, Philadelphia, PA 19123
Serves: Delaware, the District of Columbia, Maryland, New Jersey, Pennsylvania

SouthEastern Regional Vision for Education (SERVE)
School of Education, University of North Carolina at Greensboro, Greensboro, NC 27412-5001
Serves: Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina

Southwest Educational Development Laboratory (SEDL)
211 East Seventh Street, Austin, TX 78701
Serves: Arkansas, Louisiana, New Mexico, Oklahoma, Texas

OERI's Labs and Centers

10 Regional Educational Laboratories

The Office of Educational Research and Improvement (OERI) helps educators and policymakers solve education problems in their schools through a network of 10 regional educational laboratories. Using the best available information and the experience and expertise of professionals, the laboratories identify solutions to education problems, try new approaches, furnish research results and publications, and provide training to teachers and administrators. OERI recently awarded $162 million in contracts to operate the laboratories over the next 5 years. As part of their individual regional programs, all laboratories will pay particular attention to the needs of at-risk students and small rural schools. The 10 laboratories are:

Appalachia Educational Laboratory, Inc. (AEL)

1031 Quarrier Street
PO Box 1348
Charleston, WV 25325
(304) 347–0400
(800) 624–9120 (outside West Virginia)
(800) 344–6646 (in West Virginia)
Board Chair: Ralph Booher Jr.
Executive Director: Terry L. Eidell
Deputy Executive Director: John R. Sanders
Region Served: Kentucky, Tennessee, Virginia, and West Virginia
OERI Liaison: Carol Mitchell
(202) 219–2128

Far West Laboratory for Educational Research and Development (FWL)

730 Harrison Street
San Francisco, CA 94107–1242
(415) 565–3000
Board Chair: Joann Mortensen
Executive Director: Dean H. Nafziger
Region Served: Arizona, California, Nevada, and Utah
OERI Liaison: Marshall Sashkin
(202) 219–2120

Mid-continent Regional Educational Laboratory (McREL)

Denver Office:
2550 S. Parker Rd., Suite 500
Aurora, CO 80014
(303) 337–0990
Kansas City Office:
4709 Belleview Avenue
Kansas City, MO 64112
(816) 756–2401
Board Chair: William Solt
Executive Director: C.L. Hutchins
Region Served: Colorado, Kansas, Nebraska, Missouri, Wyoming, North Dakota, and South Dakota
OERI Liaison: Beverly E. Coleman
(202) 219–2280

North Central Regional Educational Laboratory (NCREL)

1900 Spring Rd., Suite 300
Oak Brook, IL 60521
(708) 571–4700
Board Chair: Franklin Walter
Executive Director: Jeri Nowakowski
Region Served: Minnesota, Wisconsin, Iowa, Illinois, Michigan, Indiana, and Ohio
OERI Liaison: Carter H. Collins
(202) 219–2194

Northwest Regional Educational Laboratory (NWREL)

101 SW Main Street, Suite 500
Portland, OR 97204–3297
(503) 275–9500
Board Chair: Barney Parker
Executive Director: Robert R. Rath
Deputy Executive Director: Ethel Simon-McWilliams
Region Served: Alaska, Idaho, Oregon, Montana, and Washington
OERI Liaison: John Coulson
(202) 219–2133

Pacific Regional Educational Laboratory (PREL)

1164 Bishop Street, Suite 1409
Honolulu, HI 96813
(808) 532–1900
Board Chair: Steve Umetaro (Acting)
Executive Director: John W. Kofel
Region Served: American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Hawaii, Republic of the Marshall Islands, and Republic of Palau
OERI Liaison: Joseph Wilkes
(202) 219–2186

Regional Laboratory for Educational Improvement of the Northeast and Islands

300 Brickstone Square, Suite 900
Andover, MA 01810
(508) 470–0098
Board Chair: Edward Reidy
Executive Director: David P. Crandall
Region Served: Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, Vermont, Puerto Rico, and the Virgin Islands
OERI Liaison: John C. Egermeier
(202) 219–2119

Research for Better Schools, Inc. (RBS)

444 North Third Street
Philadelphia, PA 19123–4107
(215) 574–9300
Board Chair: Lozelle DeLuz
Executive Director: John E. Hopkins
Deputy Director: John A. Connolly
Region Served: Delaware, Maryland, New Jersey, Pennsylvania, and the District of Columbia
OERI Liaison: Susan K. Talley
(202) 219–2129

SouthEastern Regional Vision for Education (SERVE)

Headquarters:
University of North Carolina at Greensboro
P.O. Box 5367
Greensboro, NC 27435–5367
(919) 334–3211 or (800) 755–3277
Field Office:
Office of Policy Research and Improvement
Florida Department of Education
325 West Gaines Street, Suite 414
Tallahassee, FL 32399–0400
(904) 488–1611
Board Chair: Gov. Guy Hunt
Executive Director: Roy H. Forbes
Deputy Executive Director, Headquarters: Ernest K. Nicholson
Deputy Executive Director, Field Office: Dorothy K. Routh
Region Served: Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina
OERI Liaison: Cheryl Garnette
(202) 219–2267

Southwest Educational Development Laboratory (SEDL)

211 East Seventh Street
Austin, TX 78701
(512) 476–6861
Board Chair: Ed Harris
Executive Director: Preston C. Kronkosky
Region Served: Arkansas, Louisiana, New Mexico, Oklahoma, and Texas
OERI Liaison: Richard A. Lallmang
(202) 219–2274

U.S. Department of Education
Office of Educational Research and Improvement

25 Educational Research and Development Centers

To help strengthen student learning in the United States, OERI supports 25 university-based national educational research and development centers. The office recently established 17 new centers following a nationwide grant competition. The new centers, plus 8 existing ones, conduct research on topics that will help policymakers, practitioners, and parents meet the national education goals by the year 2000. In addition to addressing specific topics, most also will focus on children at risk. Many also are collaborating with other universities, and many work with elementary and secondary schools. All have been directed by OERI to make sure the information they produce reaches parents, teachers, and others who can use it to make meaningful changes in America's schools. The 25 centers and their collaborating partners are:

Center on Families, Communities, Schools, and Children's Learning

Boston University
605 Commonwealth Avenue
Boston, MA 02215
(617) 353–3309
Co-directors: Dr. Don Davies and
Dr. Joyce Epstein
Affiliated Organizations:
  Institute for Responsive Education, Boston
  Johns Hopkins University
  University of Illinois at Urbana-Champaign
  Wheelock College, Boston
  Yale University
OERI Liaison: Harold Himmelfarb
(202) 219–2223

National Research Center on Assessment, Evaluation, and Testing

University of California at Los Angeles
Center for the Study of Evaluation
145 Moore Hall
Los Angeles, CA 90024–1522
(213) 206–1530
Co-directors: Dr. Eva Baker and
Dr. Robert L. Linn
Affiliated Organizations:
  University of Colorado
  RAND Corporation, Washington, DC
  National Opinion Research Center, University of Chicago
  Learning Resource Development Center, University of Pittsburgh
OERI Liaison: David Sweet
(202) 219–2021

Center for Research on Effective Schooling for Disadvantaged Students

Johns Hopkins University
3505 North Charles Street
Baltimore, MD 21218
(301) 338–7570
Director: Dr. Jomills H. Braddock II
Affiliated Organizations:
  University of California at Santa Barbara
  Northern Arizona University
  Teachers College, Columbia University
  Council of Chief State School Officers, Washington, DC
OERI Liaison: Harold Himmelfarb
(202) 219–2223

National Research Center on the Gifted and Talented

University of Connecticut at Storrs
Department of Educational Psychology
Storrs, CT 06269–2007
(203) 486–5279
Director: Dr. Joseph Renzulli
Affiliated Organizations:
  University of Georgia
  University of Virginia
  Yale University
OERI Liaison: Ivor Pritchard
(202) 219–2223

National Research Center on Cultural Diversity and Second Language Learning

University of California at Santa Cruz
Kerr Hall
Santa Cruz, CA 95064
(408) 459–3501
Co-directors: Dr. Eugene Garcia and
Dr. Barry McLaughlin
Affiliated Organizations:
  Linguistic Minority Research Project of the University of California
  Center for Applied Linguistics, Washington, DC
OERI Liaison: Rene Gonzalez
(202) 219–2207

National Center for Research on Educational Accountability and Teacher Evaluation

Western Michigan University
401 B. Ellsworth Hall
Kalamazoo, MI 49008
(616) 387–5895
Director: Dr. Daniel Stufflebeam
Affiliated Organizations:
  University of Alabama at Tuscaloosa
  College of William and Mary
  University of South Florida
OERI Liaison: Susan Klein
(202) 219–2207

National Center for Research on Teacher Learning

Michigan State University
College of Education
116 Erickson Hall
East Lansing, MI 48824–1034
(517) 355–9302
Director: Dr. Mary Kennedy
Affiliated Organizations:
  University of Wisconsin at Madison
  Education Matters, Inc., Boston
OERI Liaison: Joyce Murphy
(202) 219–2207

National Center on Postsecondary Teaching, Learning, and Assessment

Pennsylvania State University
Center for the Study of Higher Education
403 S. Allen Street, Suite 104
University Park, PA 16801–5202
(814) 865–5917
Director: Dr. James L. Ratcliff
Affiliated Organizations:
  University of Illinois at Chicago
  Syracuse University
  Northwestern University
  University of Tennessee at Knoxville
  North Carolina State University at Raleigh
  Educational Testing Service, Princeton, NJ
  Ithaca College
  Stanford University
OERI Liaison: Jeffrey Gilmore
(202) 219–2243

Center for Research on the Context of Secondary School Teaching

Stanford University
School of Education
CERAS
Stanford, CA 94305–3084
(415) 723–4972
Director: Dr. Milbrey W. McLaughlin
Affiliated Organizations:
  Michigan State University
OERI Liaison: Elizabeth Demarest
(202) 219–2207

National Center on Education in the Inner Cities

Temple University
Center for Research in Human Development and Education
933 Ritter Hall Annex
13th Street and Cecil B. Moore Avenue
Philadelphia, PA 19122
(215) 787–3001
Director: Dr. Margaret C. Wang
Affiliated Organizations:
  University of Illinois at Chicago
  University of Houston
OERI Liaison: Oliver Moles
(202) 219–2207

ational Research Center on Student Learning

University of Pittsburgh
Learning Research and
Development Center
3939 O'Hara Street
Pittsburgh, PA 15260
(412) 624–7450
Co-directors: Dr. Robert Glaser,
Dr. Lauren Resnick, and Dr. James Voss
Affiliated Organizations:
None
OERI Liaison: Judith Segal
(202) 219–2021

Center for the Learning and Teaching of Elementary Subjects

Michigan State University
College of Education
East Lansing, MI 48824
(517) 353–6470
Co-directors: Dr. Jere Brophy and
Dr. Penelope L. Peterson
Affiliated Organizations:
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OERI Liaison: Clara Lawson-Copland
(202) 219–2021

ational Center for Science eaching and Learning

Ohio State University
Room 104, Research Center
1314 Kinnear Road
Columbus, OH 43212
(614) 292–3339
Director: Dr. Arthur L. White
Affiliated Organizations:
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OERI Liaison: Wanda Chambers
(202) 219–2021

National Center for Research in Mathematical Sciences Education

University of Wisconsin at Madison
Wisconsin Center for Education Research
1025 West Johnson Street
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(608) 263–4285
Director: Dr. Thomas Romberg
Affiliated Organizations:
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San Diego State University
OERI Liaison: Kent Viehoever
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Center for Technology in Education

ank Street College of Education
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New York, NY 10025
(212) 222–6700
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(202) 219–2021

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University of Pennsylvania
Graduate School of Education
3700 Walnut Street
Philadelphia, PA 19104–6216
(215) 898–2100
Director: Dr. Daniel Wagner
Affiliated Organizations:
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Louisville, KY
Center for Applied Linguistics,
Washington, DC
City University of New York
Educational Testing Service,
Princeton, NJ
Indiana University
Johns Hopkins University
Northwest Regional Laboratory,
Portland, OR
University of California at Berkeley
University of California at Santa Barbara
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University of Pittsburgh
OERI Liaison: Ann Benjamin
(202) 219–2223

National Center on the Educational Quality of the Workforce

University of Pennsylvania
Institute for Research on Higher Education
4200 Pine Street
Philadelphia, PA 19104–4090
(215) 898–4585
Co-directors: Dr. Robert M. Zemsky and
Dr. Peter Cappelli
Affiliated Organizations:
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Pennsylvania
Cornell University
OERI Liaison: Nevzer Stacey
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National Center for the Study of Writing and Literacy

University of California at Berkeley
School of Education
5513 Tolman Hall
Berkeley, CA 94720
(415) 643–7022
Director: Dr. Sarah W. Freedman
Affiliated Organizations:
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OERI Liaison: Steven Hunt
(202) 219–2243

National Research Center on Literature Teaching and Learning

State University of New York at Albany
School of Education
1400 Washington Avenue
Albany, NY 12222
(518) 442–5026
Director: Dr. Arthur N. Applebee
Affiliated Organizations:
None
OERI Liaison: Rita Foy
(202) 219–2021

Reading Research and Education Center

University of Illinois
174 Children's Research Center
51 Gerty Drive
Champaign, IL 61820
(217) 333–2552
Director: Dr. Richard C. Anderson
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Cambridge, MA
OERI Liaison: Anne Sweet
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(217) 244–1122 or (800) 356–0069
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- Metritech, Inc. at Urbana, IL
- Illinois State Board of Education

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(202) 219–2207

OERI Phone List

Office of Educational Research and Improvement
555 New Jersey Avenue NW
Washington, DC 20208
Note: All numbers are in the 202 area code unless otherwise indicated.

Assistant Secretary for Educational Research and Improvement 219–1385

Electronic Bulletin Board	(800) 222–4922
In Metro DC call	219–2011 or 2012
Technical Information	219–1547
Information Office	(800) 424–1616
In Metro DC call	219–1513
Technology Resources Center	219–1699

Fund for the Improvement and Reform of Schools and Teaching (FIRST)

Director	**219–1496**
FIRST Program	219–1496
Secretary's Fund for Innovation in Education **(FIE)**	219–1496
Math & Science Program	219–1496

Library Programs (LP)

Director	**219–2293**
Education Research Library	219–1884
Interlibrary Cooperation	219–1303
Library Career Training	219–1315
Library Research	219–1315
Library Technology & Cooperation	219–1315
Literacy Programs	219–1315
Public Library Services & Construction	219–1303
Research Libraries	219–1315
Services to Indian Tribes	219–1315

National Center for Education Statistics (NCES)

Acting Commissioner	**219–1828**
Common Core of Data **(CCD)**	219–1611
Elementary/Secondary Surveys	219–1614
High School and Beyond **(HSB)**	219–1774
Integrated Postsecondary Education Data Survey **(IPEDS)**	219–1352
Longitudinal Survey **(NELS)**	219–1737
National Assessment of Educational Progress **(NAEP)**	219–1761
National Postsecondary Student Aid Survey **(NPSAS)**	219–1774
Postsecondary Surveys	219–1354
Schools & Staffing Survey **(SASS)**	219–1325

Office of Research (OR)

Director	**219–2079**
Education & Society	219–2223
Educational Resources Information Center **(ERIC)**	219–2289
ACCESS ERIC	800–USE–ERIC
Field-Initiated Studies	219–2223
Higher Education & Adult Learning	219–2243
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Research Centers Management Operations	219–1564

Programs for the Improvement of Practice (PIP)

Director	**219–2164**
Drug-Free School Recognition	219–2134
Education and Work Program	219–2142
Educational Partnership Program	219–2116
Gifted & Talented Program	219–2187
Leadership in Educational Administration Development **(LEAD)**	219–21
Mid-Career Teaching Training	219–21
National Diffusion Network **(NDN)**	219–2134
Network of Drug-Free Colleges & Universities	219–2116
Rural Education Initiative	219–2095
Regional Educational Laboratories	219–2116
School Recognition Program	219–2149
Star Schools	219–2116
Teachers as Researchers	219–2187

Using Toll-Free Numbers

For those outside of the Washington, DC. area, OERI offers several toll-free telephone services:

The Education Information Branch provides general information on education research and statistics, as well as assistance with ordering OERI publications and data tapes. Call (800) 424–1616 (219–1513 in metro DC).

The Electronic Bulletin Board is for individuals and organizations interested in access to educational research, statistical findings, and public domain software. For access, call (800) 222–4922 (219–2011 or 2012 in metro DC). For technical questions, call 219–1547.

For guidance on what ERIC resources are available, how to use them, and for information on ERIC publications and services, call ACCESS ERIC on (800) USE–ERIC.

BEST COPY AVAILABLE

SCHOOL EXCELLENCE WORKSHOP

Educating the Preschooler

Our society has a stake in providing good beginnings for all children. Those who start school without good beginnings risk discouragement and failure, as even the best kindergartens and first grades cannot compensate for the previous five years.

The appropriate response of the educational community to the challenge of educating the preschooler in today's society is not clear. Associations, state legislatures, education agencies, the business community, professional organizations, researchers, parents, and local school districts are seeking their roles in this area of development, care, and education, which is rapidly emerging as a nationwide concern. Cooperative, collaborative links between and among these groups are essential to accomplish the goal of good beginnings for all children.

AUDIENCE

This topic is of interest to a broad audience including policymakers, educators, and the community at large. The workshop can be adapted for use with school boards, parents, students, or community groups concerned with preschool education.

TOPICS

- Issues in preschool education, including implications for the educational community and society at large.
- External trends impacting preschool education.
- Current research on preschool education.
- Quality services, curriculum, and activities for young children and their families.
- Coordination and collaboration in delivery of these services to preschool children and their families.
- An action plan for implementing, among agencies and associations, concerted efforts in preschool educational services.

The topics covered will depend in part on which workshop option is delivered.

SCHEDULE OPTIONS

The one to two hour session presents introductory knowledge on current issues in preschool education and their implications for the educational community and society at large. Included are overviews and discussions of current indicators of high interest and imperatives for action; the promises and problems of current research; concerns about providing quality services, curriculum, and activities for young children and their families; and coordination and collaboration in the delivery of prekindergarten educational services.

The half-day workshop provides opportunities to explore the above issues in depth. Participants can contribute knowledge and insights from their own communities or professional roles. They will identify key issues and discuss the differing perspectives on those issues.

The full-day workshop gives participants an opportunity to apply knowledge and insights to critical questions pertaining to prekindergarten care and education. These questions are examined in light of participants' own professional affiliations and roles in their communities and states. Participants will leave the workshop with an individual or group plan for action in their own settings.

MATERIALS

Each participant in the training-for-trainers, full-day workshop receives a workshop manual that includes transparency masters and handouts. A nominal fee may be charged to cover the cost of materials.

FOLLOWUP & EVALUATION

AEL offers continuing support and technical assistance through a toll-free telephone line. AEL provides periodic followup mailings to trainers and requests information on how trainers use the AEL materials. Trainers can become members of AEL.

FOR MORE INFORMATION

Educator associations in the four states (Kentucky, Tennessee, Virginia, and West Virginia) can cosponsor School Excellence Workshops with AEL.

APPALACHIA EDUCATIONAL LABORATORY
P. O. Box 1348
Charleston, West Virginia 25325

Telephone:
800/624-9120 (outside WV)
800/344-6646 (in WV)
or 347-0400 (local)

SCHOOL EXCELLENCE WORKSHOP

Parent Involvement:
Improving School-Family Communications and Building Effective Parent-School Relationships

Parents are their children's first and most important teachers. Children learn from their parents about the importance of school, the value of good study habits, and respect for the teaching and learning processes. Some parents pass along these values without any coaching from the school. But most parents can improve their ability to encourage student success in school with some assistance from teachers and principals.

Researchers have found that when parents are involved with schools in positive ways, dramatic results occur. Attendance and achievement improve, and both parents and students develop more positive attitudes toward school. Schools ensure these results when they involve parents in meaningful ways.

AUDIENCE

This workshop can be used with school principals and district staff development leaders, preparing these key personnel to conduct their own workshops at the building or district level. It can also be used with all staff in a school building to develop skills and plans for communicating effectively with parents.

TOPICS

- Parents—how they influence student achievement, attendance, and motivation.
- The school's responsibility in initiating contact.
- Effective strategies for communicating with parents.
- Secondary school parent involvement—how it differs from elementary school parent involvement and why.
- Your present school-home communications—evaluate their effectiveness.
- Staff development that promotes parent involvement.
- A schoolwide communication program that works.

The topics covered will depend in part on which workshop option is delivered. The workshop can be customized to address other topics such as: designing written materials, involving parents in learning activities, and conducting parent-teacher conferences.

SCHEDULE OPTIONS

In the two-hour awareness session, participants are given research-based reasons why parent involvement is important. Basic strategies for involving parents are also presented.

During the half-day workshop, participants learn the differences between secondary and elementary school parent involvement and how to assess their school's program.

The full-day workshop teaches participants to translate jargon into language parents understand. Participants are also given an opportunity to improve their listening skills. An overview of staff development can be inserted for administrators and staff developers.

MATERIALS

The Parent Involvement Workshop package contains trainer instructions, agendas, background reading, and masters for participant activity sheets and overhead transparencies necessary to conduct the awareness session, half-day, or full-day workshop. For a $27.00 fee, participants can purchase a copy of *Improving School-Home Communications: A Resource Notebook for Staff Developers.*

FOLLOWUP & EVALUATION

AEL offers continuing support and technical assistance through a toll-free telephone line. AEL provides periodic followup mailings to trainers and requests information on how trainers use the AEL materials. Trainers can become members of AEL.

FOR MORE INFORMATION

Education associations and state departments in Kentucky, Tennessee, Virginia, and West Virginia can contact AEL for information on cosponsorship of School Excellence Workshops.

APPALACHIA EDUCATIONAL LABORATORY
P.O. Box 1348
Charleston, West Virginia 25325

Telephone:
800/624-9120 (outside WV)
800/344-6646 (in WV)
or 347-0400 (local)

HIGHLIGHTS ON
TECHNICAL ASSISTANCE PROVIDER

Chapel Hill Training-Outreach Project
800 Eastowne Drive, Suite 105
Chapel Hill, NC 27514

Who to Contact for Early Childhood Information (0-8 years):

A. Michael Mathers, Executive Director;
Brenda V. Bowen, Director, Region IV RAP;
Norman Allard, Coordinator (NC/FL)
800/473-1727 or 919/490-5577

Target Population Served:

Head Start programs in Region IV (Alabama, Florida, Georgia, Mississippi, Kentucky, North Carolina, South Carolina, Tennessee)

Services Provided:

Training/technical assistance to Head Start programs in eight states in Region IV in mainstreaming children with disabilities. Other services include the development of resource and media materials.

Resources available specific to issues of transition and/or linkages:

General resources available:

History of Organization:

Since 1973, the Chapel Hill Training-Outreach project has been a major training resource for Head Start programs in Region IV. The Chapel Hill project was selected as one of the original OCD-BEH demonstration projects. The project's role in the Region IV Network of Services to children with disabilities in Head Start includes development, production and dissemination of materials for serving children with special needs.

Since 1976, with funding from the Administration for Children and Families (ACF), the Chapel Hill Training-Outreach project has coordinated the delivery of training and technical assistance to Head Start programs in mainstreaming children with disabilities through the Region IV Resource Access Project (RAP). Additionally, the Project administers a Head Start program and has received funding to administer a transition program with the Chapel Hill-Carborro schools.

HIGHLIGHTS ON
TECHNICAL ASSISTANCE PROVIDER

Child Care Services Branch
Cabinet for Human Resources, Department for Social Services
6 Floor West
275 East Main Street
Frankfort, KY 40621

Who to Contact for Early Childhood Information (0-8 years):

Kurt Walker, Program Specialist in Child Care Services
Branch can provide—502/564-2136

Target Population Served:

Kentucky families

Services Provided:

Whole range of child care subsidy service (Block Grant(s), etc., funding sources); recruitment and certification of small family day care homes, employer-supported child care initiatives, integenerational/school-age initative. Publication of Newsletter "LINK"; CDS Scholarship Program and administrator of other federal child care grants.

Resources available specific to issues of transition and/or linkages:

"LINK" newsletter mailed bi-monthly to providers, educators, professionals, etc.

General resources available:

Covers the whole spectrum of Human Services. Pamphlets on Child Care: Family Day Care, Employer-Supported Child Care, Intergenerational Child Care, CDA Information. Provides Trainer Survey. Family Day Care Handbook.

History of Organization:

Child Care Services Branch was started in April 1990 by the Department for Social Services in the Cabinet for Human Resources. It is supported by federal and state funding. The main focus is to improve and expand child day care services in Kentucky.

Organizational Goals/Focus and Priorities:

Focus and Priorities in 1990-91 are to provide the above services statewide, and also support the Welfare Reform initiative JOBS Program under the Family Support Act. A major priority in 1991-92 will be implementation of the Child Care and Development Block Grant (CCDBG) in Kentucky.

HIGHLIGHTS ON
TECHNICAL ASSISTANCE PROVIDER

Community Coordinated Child Care (4-C)
1215 South Third Street
Louisville, KY 40203

Who to Contact for Early Childhood Information (0-8 years):

Ann Browning Byers, Early Childhood Development Specialist

Target Population Served:

Jefferson County and surrounding counties

Services Provided:

Resource and Referral, Training, Subsidy for child care, Family Child Care Training and consultation, Special Education consultation, Child Care Food Program administration, data collection and early childhood consultation.

Resources available specific to issues of transition and/or linkages:

General resources available:

See attached.

History of Organization:

See attached.

Organizational Goals/Focus and Priorities:

See attached.

Community Coordinated Child Care (4-C) Celebrates 20 Years of Service

In the early sixties, concern was being expressed regarding the growth of day care and the need for programmatic standards. A 4-C Committee of Louisville and Jefferson County was formed with the help of the Health and Welfare Council and was chaired by Mrs. Minx Auerbach. The first organizational meeting was held on October 25, 1969.

The Spring of 1970 found 4-C with an executive director, David Whealdon, and the nucleus of a staff located in borrowed offices in the U of L Education Building on Belknap Campus. The first project was the development of an ill-fated information directory system which, unfortunately, was out of date by the time it was published!

The year 1972 brought many changes to 4-C including a new executive director, Mrs. Patricia Murrell. The number of children served increased by 260%. Bookkeeping consultation was offered to the centers as well as nursing services, technical assistance, and evaluation of programs. An Early Childhood Specialist was added to the staff, a lending library was started and our first workshop was given. The next year we moved into the building at 1355 South Third Street.

Through the years 4-C continued to grow and became active in the training of CETA workers, served as a sponsor for the Child Care Food Program (CCFP), operated purchase of child care programs, and provided Early Intervention and pre-school placement for children identified as mentally retarded or developmentally disabled.

In 1982, Elizabeth Grever became executive director. Our offices are now located at 1215 South Third Street. Today 4-C is a private, non-profit Metro United Way agency dedicated to the development, improvement and coordination of high quality child care.

As we reflect over the last two decades we see that many people and programs have come and gone, but the goal of 4-C has remained the same.

4-C is dedicated to quality child care in the hope that every child in our community may have the opportunity to achieve his/her maximum potential. While meeting this goal through the years, 4-C has been blessed by outstanding and committed leadership by volunteers, staff and board members. Past presidents of the 4-C Board of Directors include: Minx Auerbach, Nat Greene, Maud Fliegelman, Ken Shore, Jessie Miller, Bill Glass, Gloria Green, Erv Klein, Samuel Robinson, Suzanne Nystrand, J. Lawrence Clark, Alice James, and current President, Dixie Kimberlin.

BECOME A VOICE FOR CHILDREN

Yes, I want to be part of the 4-C VOICE FOR CHILDREN.

Enclosed is:
___ $30 Organization Membership (less than 25 employees)
___ $50 Organization Membership (25 or more employees)
___ $100 Organization Membership (Multiple sites with fewer than 50 total employees)
___ $15 Individual Membership
___ $5 Student Membership
___ $100 Supporting Membership

Name: ____________________
(Please Print)
Organization: ____________________
Address: ____________________ Phone: __________
City: ____________ State: __________ Zip: __________

Community Coordinated Child Care

1215 South 3rd Street
Louisville, Kentucky 40203
(502) 636-1358
FAX 636-1488
TDD 636-1704

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Elizabeth A. Grever

United Way
It brings out the best in all of us.

COMMUNITY COORDINATED CHILD CARE

1215 South 3rd Street
Louisville, Kentucky 40203
(502) 636-1358

FOR CHILDREN

...Dedicated to quality programs FOR CHILDREN

SERVES AS A VOICE FOR CHILDREN

- Informs the public on national, state and local legislation affecting children.
- Publishes a newsletter on children's issues.
- Studies and presents reports on topics related to children.
- Participates on task forces and committees concerned with children.
- Organizes public forums on children's issues.
- Develops programs that meet the needs of children.

ADMINISTERS PROGRAMS FOR CHILDREN

- Administers the federal Child Care Food Program.
- Offers child care subsidy for low-income working parents.
- Counsels and provides child care subsidy to JTPA (PIC) recipients.
- Coordinates training programs for providers of child care.
- Assists day care centers and homes which serve children with special needs.
- Provides low-cost safety seat rentals.
- Manages "model" day care programs.

ACTS AS A RESOURCE AND REFERRAL FOR CHILDREN

- Assists parents in the complicated task o finding child care.
- Consults with employers on options for chil care assistance.
- Provides seminars on "coping with chil care" to businesses and community groups.
- Works to increase the supply of family day care homes and day care centers.

...FOR CHILDREN

Observation Checklist

- — There is a place for children to store their personal belongings.
- — Furniture and equipment are child-sized.
- — There are soft, cozy areas for one or two children to be alone.
- — Facilities are clean and safe and good hygiene is practiced.
- — Children make choices throughout the day and are encouraged to be independent.
- — Play is seen as a valuable tool for learning.
- — There are many opportunities for creative expression such as music, art, and dramatic play.
- — Adults speak frequently to children and encourage children to talk.
- — Adults are nurturing and warm.
- — Rules are clear, simple and consistently enforced.
- — Children are praised for appropriate behavior and consequences for inappropriate behavior are never harsh or physical.
- — Children are not expected to sit quietly or wait for long periods of time.

[illegible]

Choosing the best care for your child is one of the most important decisions you will make. Choose carefully. Ask yourself, "Is this a place I would like to spend the day if I were a child?."

NOTES

Community Coordinated Child Care
1215 South Third Street
Louisville, KY 40203
(502) 636-1358
TDD (502) 636-1704

For more information about available child care in this area, call the 4-C office between 8:30 and 4:30 Monday-Friday.

"How Do I Choose Child Care?"...

Guidelines to explore as you make the all important choice.

Community Coordinated
Child Care
1215 South 3rd Street
Louisville, Kentucky 40203
(502) 636-1358

Choosing child care is one of the most important decisions parents make for their child. Parents should gather as much information as possible to ensure that the decision they make is a wise one. This brochure is designed to guide parents through this process.

What Types of Care Are Available?

Programs for young children come in all shapes and sizes. Sometimes the names themselves can be confusing. However, all programs fall into two basic categories — regulated and unregulated.

Regulated care includes:
- licensed child care centers
- licensed family child care homes
- certified family child care homes
- preschools
- parents day out programs

Unregulated care includes:
- in-home caregivers
- nannies
- some recreational programs

Regulated programs are required to meet basic standards for health, safety and programming set by the Kentucky Cabinet for Human Resources.

What Type of Care Is Best?

There are many good ways of caring for children—not just one right way. Parents should select the type of care that best suits their needs and preferences. However, all high quality child care programs share these characteristics:

- a warm and attractive atmosphere which is inviting to children
- a program which stimulates growth in the areas of physical, social, emotional, cognitive and language development
- a variety of hands-on materials and activities
- opportunities for creative activities, physical activities, and quiet activities
- adults who enjoy children and treat them with warmth and respect
- an atmosphere which supports children's interactions with each other and which fosters children's friendships
- an environment which welcomes parents and which supports the needs of families

How Do I Select Car[illegible] My Child?

The following steps should help you in selecting a child care program which best meets your needs and the needs of your child:

1 Determine your own needs in terms of location, hours, days of the year (including holidays and vacations), and transportation.

2 Call programs/providers within your desired location and ask about cost, hours, ages of children served, days of operation (including holidays and days when the program is closed).

3 Visit those programs/providers which meet your needs (try to visit at least three). For in-home care, you may ask them to visit you for an interview.

4 Ask about discipline policies, activities, qualifications of provider(s).

5 Spend some time observing. The checklist on the back will help you to focus your observations.

Observation Checklist

There is a place for children to store their personal belongings.

Furniture and equipment are child-sized.

There are soft, cozy areas for one or two children to be alone.

Facilities are clean and free of safety hazards.

There are opportunities for activities planned by children and adults.

Community resources such as the library and museum are used.

Materials and activities are available which encourage creativity such as music, arts and crafts, and dramatic play.

Planned activities are not an extension of the school day, but rather offer children opportunities for recreation.

Children's friendships are fostered.

Children are treated with respect.

Rules are clear and consistently enforced.

Children are praised for appropriate behavior and consequences for inappropriate behavior are never physical or harsh.

Children are not expected to sit quietly or wait for long periods of time.

Prepared by:

1215 South Third Street
Louisville, KY 40203

Printed with funds from a federal block grant for dependent planning and development, in cooperation with the Governor's Office, Cabinet for Human Resources, and Kentucky Department of Education.

This brochure printed on recycled paper.

United way

Choosing School Age Child Care

C 4 C C C

Community Coordinated Child Care
OF LOUISVILLE AND JEFFERSON COUNTY

What is school age child care?

School age child care provides care for children who attend school for a portion of the day but who need child care before and/or after school and on days when school is closed.

What types of care are available?

School age children may be cared for in a variety of settings:

✓ certified family child care

✓ licensed family child care

✓ licensed child care center

✓ in-home caregiver

✓ recreational program

Licensed and certified programs are required to meet minimal standards for health, safety and programming set by the Kentucky Cabinet for Human Resources.

What type of care is best?

Parents should select the type of care that best suits their needs and preferences. However, all high quality school age programs share these characteristics:

- a warm and attractive atmosphere which is inviting to children
- a variety of structured and unstructured activities including outdoor activities, creative activities, projects, and quiet activities
- opportunities for children to make choices
- time and space to be with friends and to be alone
- opportunities for children to express their feelings and preferences
- adults who treat children with warmth and respect and who set clear and fair limits

How do I select care for my child?

The following steps should help you in selecting a school age program which best meets your needs and the needs of your child:

Determine your own needs in terms of location, hours, days of the year (including holidays and vacations), and transportation.

Call programs/providers within your desired location and ask about cost, hours, ages of children served, days of operation (including school holidays and days when schools are closed).

Visit those programs/ providers which meet your needs (try to visit at least three). For in-home care, you may ask them to visit you for an interview.

Ask about discipline policies, activities, qualifications of provider(s).

Spend some time observing. The checklist on the back will help you to focus your observation.

Louisville Community Foundation Child Care Training Project

The Louisville Community Foundation funds a training project that is jointly implemented by Community Coordinated Child Care (4-C) and the Jefferson County Public Schools (JCPS). The project offers different types of training to meet the individual needs of child-care professionals as well as those wishing to enter the profession.

The Jefferson County Public School District is an equal opportunity/affirmative action employer offering equal educational opportunities.

4-C is an equal opportunity employer.

Louisville Community Foundation
Child Care Training Project
1215 South Third Street
Louisville, Kentucky 40203

Louisville Community Foundation

Child Care Training Project

A project implemented by:

Jefferson County Public Schools

Community Coordinated Child Care

Staff Training: Key Component of Quality Child Care

Research in the field of early childhood education and child care has shown that staff training is essential both to quality care, and to job satisfaction among child-care providers. However, not everyone needs the same type of training. The training needs of individual professionals range from basic skills to advanced techniques and applications.

The Louisville Community Foundation Child Care Training Project offers a variety of training options to meet the needs of individuals. Training is available through this project for anyone who is a child-care provider or interested in providing care to children in the future.

420

Three types of training offered

LARGE GROUP SEMINARS

Half day seminars provide general information on specific age groups: infants/toddlers, young preschoolers, and older preschoolers. In addition, a seminar focusing on child care administration will be offered. Each seminar will be offered twice yearly.

GUIDED OBSERVATIONS

Participants have the opportunity to visit designated Jefferson County Public Schools early childhood and child care programs. Training conferences with an early childhood and child-care specialist are provided before and after the observation. Upon completion of the observation, the specialist will assist participants in the practical applications of their observations.

TECHNICAL ASSISTANCE

A consultant comes to your classroom or family day care home to observe. After the observation, the provider has the opportunity to talk with the consultant and receives a written report which includes specific recommendations for improvement.

Which is right for you?

Each type of training can be utilized by itself or combined with the others. The training can be tailored to meet your particular needs. Call the Training Project (636-1358) and let us help you decide what will work for you.

Who can participate?

- child-care workers
- preschool teachers
- family day-care providers
- child-care administrators
- early childhood professionals
- those considering a job in early childhood education or child care

Will I receive credit?

State approved child care training credits will be given for all training. Actual hours of credit vary with the different training options.

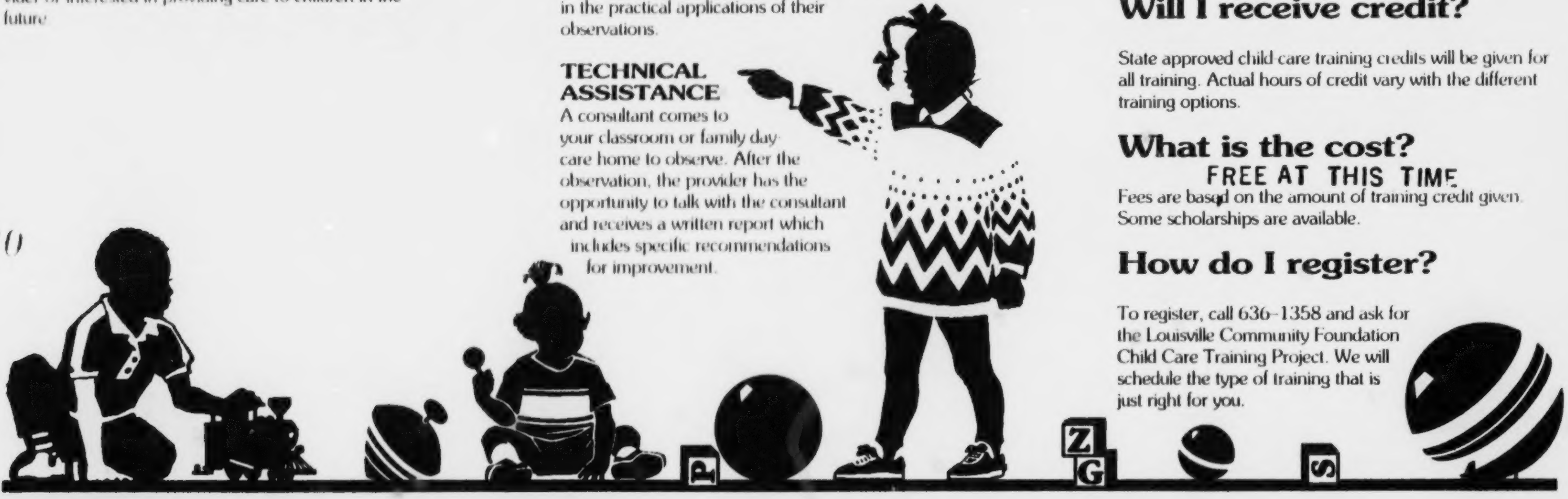
What is the cost?

FREE AT THIS TIME

Fees are based on the amount of training credit given. Some scholarships are available.

How do I register?

To register, call 636-1358 and ask for the Louisville Community Foundation Child Care Training Project. We will schedule the type of training that is just right for you.



HIGHLIGHTS ON TECHNICAL ASSISTANCE PROVIDER

Kentucky Head Start Collaboration Project

Who to Contact for Early Childhood Information (0-8 years):

Linda Likins, Director
502/564-7056

Target Population Served:

Head Start programs and state agencies or organizations that address the same populations and services provided by Head Start

Service Provided:

Information, technical assistance, training, and liaison to state agencies representing Head Start

Resources available specific to issues of transition and/or linkages:

General resources available:

History of Organization:

The collaboration project is funded by the Kentucky Department of Education. Twelve of these projects exist throughout the nation. They have been funded for a 3 year period to assess the effectiveness of having Head Start representation at the state level.

Organizational Goals/Focus and Priorities:

UNIVERSITY
OF KENTUCKY

Interdisciplinary Human
Development Institute

University Affiliated Program
Research and Graduate Studies
University of Kentucky
114 Mineral Industries Building
Lexington, Kentucky 40506-0051
(606) 257-1714 Fax: (606) 258-1901

MID-SOUTH REGIONAL RESOURCE CENTER (MSRRC)

The MSRRC is one of six Regional Resource Centers (RRC) for State Education Agencies (SEAs) in the nation funded by the U.S. Office of Education, Office of Special Education Programs. An RRC has been located at the University of Kentucky since 1977. There is also a Federal Resource Center which provides technical assistance for the Office of Special Education Programs. It too is located at the Unversity of Kentucky.

RRC MISSION: To collaborate with the staff of the State Departments of Education in RRC Region 2 to enhance each Department's capacity to improve programs for individuals with disabilities (birth through 21) and their families through needs based technical assistance provided in cooperation with other research, dissemination and technical assistance providers.

TARGET AUDIENCE: The MSRRC works with State Education Agencies in nine states and, through these agencies, other state (e.g., Part H Lead Agency) and local agencies. States served include: Delaware, District of Columbia, Kentucky, Maryland, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia.

TECHNICAL ASSISTANCE FOCUS: Based on state need, this may include planning activities, consultation, product development, training, resource linkage and information dissemination. As an independent agent, the MSRRC can assist state agencies in facilitating change and problem solving. MSRRC staff can serve as third-party facilitators in activities involving other state and local agencies, parents, and special interest groups. An MSRRC state facilitator is assigned to each state with general responsibility to that state. Staff also work with all 9 states on specific technical assistance work plans in particular areas of need such as education reform (including site-based management and outcome-based education), cultural diversity, monitoring and other compliance issues, program evaluation, parent/professional partnerships, integrated education, comprehensive system of personnel development, transition, assistive technology, SED, funding, SEA planning and management, early childhood and other emerging national issues.

COOPERATIVE EFFORTS: As part of a network of technical assistance providers, model developers and researchers, the MSRRC has access to an extensive database that can be brought to bear on a state's persisting problems. The MSRRC has the capacity to link states to each other on common problems across the region or across the nation via other RRCs as well as other regional and national technical assistance providers.

An Equal Opportunity University

HIGHLIGHTS ON
TECHNICAL ASSISTANCE PROVIDER

National Early Childhood Technical Assistance System (NEC*TAS)
Suite 500 NCNB Plaza
Chapel Hill, NC 27514

Who to Contact for Early Childhood Information (0-8 years):

Ken Brockenbrough, Technical Assistance Coordinator (Transition issues);
Joicey Hurth/Tal Black, Associate Directors (Early childhood technical assistance)

Target Population Served:

NEC*TAS' primary clients are the Part H and Part B/Section 619 agencies (and EEPCD) projects authorized in each state or territory in conjunction with IDEA (P.L. 102-199), formerly EHA. Other agencies, parents and professionals call on behalf of children with disabilities birth-to-eight.

Services provided:

See attached.

Resources available specific to issues of transition and/or linkages:

Generally, NEC*TAS documents have targeted four specific transition periods: 1) NICU to home, 2) beginning early intervention, 3) early intervention to preschool, and 4) continuity into school. The attached matrix shows information we have on file from 36 projects and state agencies. We will be adding several new projects soon, and we welcome input from the field.

General resources available:

NEC*TAS theoretical documents are considerable. State documents generally focus on medical, educational, and family issues related to the four transition periods mentioned above. Some of our documents are targeted for parents and others for administrators in early intervention.

History of Organization:

NEC*TAS has had other contracts with similar technical assistance objectives since 1971 (TADS, START, WESTAR). Present contract began in 1986 and was reauthorized September 1991.

Organizational Goals/Focus and Priorities:

NEC*TAS provides both planned (via needs assessment) and impromptu (written and telecommunications) assistance to agencies, researchers, parents, etc., with the overall objective of assisting states' development of family-centered, community-based, and culturally appropriate intervention in the least restrictive setting.

NEC*TAS maintains documents generated as theoretical and empirical research, as well as specific state documents which reflect the activity of specially funded demonstration

(continued)

and outreach projects and also of the agencies who coordinate statewide early intervention and preschool services in cooperation with IDEA (Individuals with Disabilities Education Act). It has been our goal to maintain some ground breaking archival project information, but generally to share more recent samples of policies, procedures, forms, interagency agreements and specific strategies for promoting a healthy continuity for families moving between agencies.

One thing which may expannd the NEC*TAS database and understanding of the issues in the coming year, is a new emphasis in the NEC*TAS contract with the Office of Special Education Programs on linking EEPCD (Early Education Program for Children with Disabilities) projects with state agencies and helping to disseminate their findings to a broad audience. EEPCD projects presently funded to address transition are briefly described in the attached literature.

NEC*TAS Services

For States:

- needs assessments
- individualized technical assistance and consultations
- meetings and workshops
- telephone consultations
- print materials
- information referral
- Early Childhood Bulletin Board via SpecialNet
- networking with other professionals and organizations

For HCEEP Projects:

- HCEEP directors' meeting
- selected consultations
- telephone consultations
- print materials
- information referral
- Early Childhood Bulletin Board via SpecialNet
- networking with other professionals and organizations

For Other Professionals and Parents:

- selected print materials
- resource referral
- Early Childhood Bulletin Board via SpecialNet

NEC*TAS is a collaborative system

coordinated by

The Frank Porter Graham Child
Development Center,
University of North Carolina
at Chapel Hill

with

- The Department of Special Education, University of Hawaii at Manoa
- Georgetown University Child Development Center
- National Association of State Directors of Special Education (NASDSE)
- National Center for Clinical Infant Programs (NCCIP)
- The National Parent Network on Disabilities

NEC*TAS is funded through

Office of Special Education Programs,
U.S. Department of Education

NATIONAL
EARLY
CHILDHOOD
TECHNICAL
ASSISTANCE
SYSTEM

NEC*TAS

NEC*TAS

National Early Childhood

Technical Assistance System

The National Early Childhood Technical Assistance System (NEC*TAS) assists states and other designated governing jurisdictions as they develop multidisciplinary, coordinated, and comprehensive services for children with special needs, birth through age 8 years, and their families. The NEC*TAS collaborative system is funded through the Office of Special Education Programs, U.S. Department of Education, as part of Public Law 99-457, the Education of the Handicapped Act Amendments of 1986.

NEC*TAS brings together individuals and organizations with expertise in technical assistance, research, and support services. The six organizations that comprise the collaborative system are assisted by an advisory group, external evaluator, and consultants.

Although the main focus of NEC*TAS is support to states, some technical assistance is available to projects in the Handicapped Children's Early Education Program (HCEEP) and to other professionals and parents.

The goals of NEC*TAS during its four-year contract are:

- To assist states in developing policies and practices to expand and improve comprehensive services for young children with special needs and their families.
- To help HCEEP projects in developing program models for direct services to young children with special needs, for inservice training, for research in early childhood special education, and for outreach to local programs and services that will help communities implement P.L. 99-457.
- To facilitate the national exchange of timely information about policies and practices, among state agency personnel and national resource groups and organizations.

* * * * * * * * * *

For more information about the services and products offered by NEC*TAS, contact:

NEC*TAS Coordinating Office
CB# 8040, 500 NCNB Plaza
Frank Porter Graham Child
Development Center
University of North Carolina at
Chapel Hill
Chapel Hill, NC 27599-8040
(919) 962-2001

Other members of the NEC*TAS collaborative system include:

Department of Special Education
University of Hawaii at Manoa
1776 University Avenue, 208 Wist
Honolulu, HI 96822
(808) 948-6449

Georgetown University Child
Development Center
2233 Wisconsin Avenue, N.W.
Suite 215
Washington, DC 20007
(202) 338-1698

National Association of State
Directors of Special Education
(NASDSE)
2021 K Street, N.W., Suite 315
Washington, DC 20006
(202) 296-1801

National Center for Clinical Infant
Programs (NCCIP)
2000 14th Street, North, Suite 380
Arlington, VA 22201
(703) 528-4300

The National Parent Network on
Disabilities
95 Berkeley Street, Suite 104
Boston, MA 02116
(617) 482-2915

* * * * * * *

NEC*TAS 1991-1992 TECHNICAL ASSISTANCE PLAN

To Support the Part H Program

A broad range of services are available from NEC*TAS in the coming year. Your designated technical assistance coordinator in collaboration with the NEC*TAS system staff, which represent diverse disciplines and parent perspectives, will provide on-going support in areas such as:

- Part H State Policies/Legislation
- 619 State Policies/Legislation
- Administration of Early Education Program for Children with Disabilities (EEPCD) Projects
    - Model Development
    - Dissemination/Marketing
    - Evaluation
- Child Identification
    - Screening and Assessment
    - Eligibility
    - Public Awareness
- Cultural Diversity
- Family Centered Services
    - IEP/IFSP
    - Service Coordination
- Family Involvement & Support
- Federal Agencies/Laws
- Finance
- Health Focus
- Information Systems
    - Central Directory
    - Data Collection
    - Evaluation
- Interagency Coordination
    - Policy Development
    - Interagency Coordinating Councils
    - Interagency Agreements
- Local Service Delivery
    - Model Development/Curricula
    - Local Interagency Planning
    - Transportation
    - Program Evaluation
- LRE
- Personnel
- Procedural Safeguards
- Transition

Many strategies will be used to provide technical assistance services. These include:

- Access to a designated NEC*TAS contact person/TA coordinator
- Annual needs assessment
- Access to telephone consultation/problem solving
- Referral to others with relevant expertise and experience
- Information search and services
- Networking and topical small group meetings and conference calls
- Linkages and networking opportunities with OSEP's Early Childhood Projects, Research Institutes, and other Federal programs such as Head Start and MCH
- Review and critique of draft materials you are developing
- Individualized on-site consultations

Services and resources from NEC*TAS include:

- Availability of the Early Childhood Bulletin Board and Part.H.LIST on SpecialNet
- Copies of the annual Directory of OSERS' Early Childhood Programs
- Copies of NEC*TAS publications
- Opportunity to participate in the FICC sponsored Partnerships for Progress V Conference NEC*TAS will reimburse travel expenses for one parent representative from the state ICC to attend the conference.
- Support to the Council of ICC Chairs, the Network of State Coordinators of Part H, and Parent Representatives to State ICCs through their respective steering committees
- Opportunity to participate in the annual National Part H Meeting
- Opportunity to participate in the annual Data Collection Meeting for Part H

To access TA or to get further information about NEC*TAS services, please contact your TA Coordinator: , (919) 962-2001.

DRAFT: October 9, 1991

NEC*TAS 1991-1992 TECHNICAL ASSISTANCE PLAN

To Support the Part B, Section 619 Program

A broad range of services are available from NEC*TAS in the coming year. Your designated technical assistance coordinator in collaboration with the NEC*TAS system staff, which represent diverse disciplines and parent perspectives, will provide on-going support in areas such as:

- Part H State Policies/Legislation
- 619 State Policies/Legislation
- Administration of Early Education Programs for Children with Disabilities (EEPCD) Projects
  - Model Development
  - Dissemination/Marketing
  - Evaluation
- Child Identification
  - Screening and Assessment
  - Eligibility
  - Public Awareness
- Cultural Diversity
- Family Centered Services
  - IEP/IFSP
  - Service Coordination
- Family Involvement & Support
- Federal Agencies/Laws
- Finance
- Health Focus
- Information Systems
  - Central Directory
  - Data Collection
  - Evaluation
- Interagency Coordination
  - Policy Development
  - Interagency Coordinating Councils
  - Interagency Agreements
- Local Service Delivery
  - Model Development/Curricula
  - Local Interagency Planning
  - Transportation
  - Program Evaluation
- LRE
- Personnel
- Procedural Safeguards
- Transition

Many strategies will be used to provide technical assistance services. These include:

- Access to a designated NEC*TAS contact person/TA coordinator
- Annual needs assessment
- Access to telephone consultation/problem solving
- Referral to others with relevant expertise and experience
- Information search and services
- Networking and topical small group meetings and conference calls
- Linkages and networking opportunities with OSEP's Early Childhood Projects, Research Institutes, and other Federal programs such as Head Start and MCH
- Review and critique of draft materials you are developing
- Individualized on-site consultations

Services and resources from NEC*TAS include:

- Availability of the Early Childhood Bulletin Board and SEC. 619. list on SpecialNet
- Copies of the annual Directory of OSERS' Early Childhood Programs and the 619 Profile
- Copies of NEC*TAS publications
- Opportunity to participate in the FICC sponsored Partnerships for Progress V Conference
- Support to the Consortium of Section 619 Coordinators through its steering committee
- Opportunity to participate in the annual 619 Forum, a national meeting
- Opportunity to participate in small group topical meetings to be defined by needs assessment

To access TA or to get further information about NEC*TAS services, please contact your TA Coordinator: , (919) 962-2001.

NEC*TAS 1991-1992 TECHNICAL ASSISTANCE PLAN

To Support the EEPCD Projects

A broad range of services are available from NEC*TAS in the coming year. Your designated technical assistance coordinator in collaboration with the NEC*TAS system staff, which represent diverse disciplines and parent perspectives, will provide on-going support in areas such as:

- Part H State Policies/Legislation
- 619 State Policies/Legislation
- Administration of Early Education Programs for Children with Disabilities (EEPCD) Projects
  - Model Development
  - Dissemination/Marketing
  - Evaluation
- Child Identification
  - Screening and Assessment
  - Eligibility
  - Public Awareness
- Cultural Diversity
- Family Centered Services
  - IEP/IFSP
  - Service Coordination
- Family Involvement & Support
- Federal Agencies/Laws
- Finance
- Health Focus
- Information Systems
  - Central Directory
  - Data Collection
  - Evaluation
- Interagency Coordination
  - Policy Development
  - Interagency Coordinating Councils
  - Interagency Agreements
- Local Service Delivery
  - Model Development/Curricula
  - Local Interagency Planning
  - Transportation
  - Program Evaluation
- LRE
- Personnel
- Procedural Safeguards
- Transition

Many strategies will be used to provide technical assistance services. These include:

- Access to a designated NEC*TAS contact person/TA coordinator
- Annual needs assessment
- Access to telephone consultation/problem solving
- Referral to others with relevant expertise and experience
- Information search and services
- Networking and topical small group meetings and conference calls
- Linkages and networking opportunities other Early Education Projects and state Part H programs and Part B, Section 619 Programs
- Review and critique of draft materials you are developing

Services and resources from NEC*TAS include:

- Availability of the Early Childhood Bulletin Board and Part.H.List and SEC.619.List on SpecialNet
- Copies of annual Directory of OSERS' Early Childhood Programs
- Copies of NEC*TAS publications
- Opportunity to participate in the FICC sponsored Partnerships for Progress V Conference
- Opportunity to participate in a national meeting Marketing/Dissemination and/or Program Evaluation
- Opportunity to participate in the annual EEPCD Project Director's Meeting

To access TA or to get further information about NEC*TAS services, please contact your TA Coordinator: , (919) 962-2001.

DRAFT: October 11, 1991

AGE 3 TRANSITION State or Project	SPECIFIC AGE GUIDELINES OR TIMELINES	STATE INTERAGENCY AGREEMENT	FISCAL RESPONSIBILITY	RECORDS AND CONSENT	PROVISIONS FOR SERVICE COORDINATION	PROVISIONS FOR EVALUATION	DISPUTE RESOLUTION	IFSP TO IEP PLANS	FAMILY MATERIALS/TRAINING	LOCAL AGREEMENTS OR RESPONSIBILITIES	OPTIONS FOR PLACEMENT ADDRESSED	ROLE OF ICC IN TRANSITION	CHILDREN'S PREPARATION AND/OR MATERIALS	PROCEDURES FOR NON-ELIGIBLE CHILDREN	PERSONNEL PLANNING	PILOT DEMONSTRATION PROJECTS	OTHER AGES TRANSITIONS
AK		✓		✓			✓										
AL: RISE-TEC				✓									✓				✓
CA	✓			✓					✓	✓	✓					✓	
CA: STIP									✓		✓						
HEAD START									✓	✓			✓				
HI: PPT									✓		✓	✓			✓	✓	
IA: KIT	✓			✓					✓	✓			✓				
KS: BEST									✓	✓						✓	
KS: KECRI									✓				✓			✓	✓
KY (DRAFT)	✓	✓	✓	✓	✓	✓	✓	✓		✓					✓	✓	

AGE 3 TRANSITION

State or Project	SPECIFIC AGE GUIDELINES OR TIMELINES	STATE INTERAGENCY AGREEMENT	FISCAL RESPONSIBILITY	RECORDS AND CONSENT	PROVISIONS FOR SERVICE COORDINATION	PROVISIONS FOR EVALUATION	DISPUTE RESOLUTION	IFSP TO IEP PLANS	FAMILY MATERIALS/TRAINING	LOCAL AGREEMENTS OR RESPONSIBILITIES	OPTIONS FOR PLACEMENT ADDRESSED	ROLE OF ICC IN TRANSITION	CHILDREN'S PREPARATION AND/OR MATERIALS	PROCEDURES FOR NON-ELIGIBLE CHILDREN	PERSONNEL PLANNING	PILOT DEMONSTRATION PROJECTS	OTHER AGES TRANSITIONS
KY: STEPS				✓								✓				✓	✓
LA: PROJ. TRANSITION				✓				✓	✓	✓			✓				
MA	✓		✓						✓				✓				
ME	✓				✓												✓
MO																	✓
MT: CO-TEACH				✓		✓				✓	✓						✓
NC (DRAFT)	✓				✓					✓			✓	✓			✓
ND	✓			✓					✓	✓			✓				✓
NH: TOP	✓								✓	✓							
NJ										✓							

AGE 3 TRANSITION

State or Project	SPECIFIC AGE GUIDELINES OR TIMELINES	STATE INTERAGENCY AGREEMENT	FISCAL RESPONSIBILITY	RECORDS AND CONSENT	PROVISIONS FOR SERVICE COORDINATION	PROVISIONS FOR EVALUATION	DISPUTE RESOLUTION	IFSP TO IEP PLANS	FAMILY MATERIALS/TRAINING	LOCAL AGREEMENTS OR RESPONSIBILITIES	OPTIONS FOR PLACEMENT ADDRESSED	ROLE OF ICC IN TRANSITION	CHILDREN'S PREPARATION AND/OR MATERIALS	PROCEDURES FOR NON-ELIGIBLE CHILDREN	PERSONNEL PLANNING	PILOT DEMONSTRATION PROJECTS	OTHER AGES TRANSITIONS
NM (DRAFT)	✓																
OH (DRAFT)																	✓
PA (DRAFT)	✓	✓	✓														
PR																	
RI	✓									✓							
SC	✓	✓	✓														
TX			✓														
UT	✓	✓															
VA: FIRST STEPS																	
VA: TRANS-TEAM																	

AGE 3 TRANSITION

State or Project	SPECIFIC AGE GUIDELINES OR TIMELINES	STATE INTERAGENCY AGREEMENT	FISCAL RESPONSIBILITY	RECORDS AND CONSENT	PROVISIONS FOR SERVICE COORDINATION	PROVISIONS FOR EVALUATION	DISPUTE RESOLUTION	IFSP TO IEP PLANS	FAMILY MATERIALS/TRAINING	LOCAL AGREEMENTS OR RESPONSIBILITIES	OPTIONS FOR PLACEMENT ADDRESSED	ROLE OF ICC IN TRANSITION	CHILDREN'S PREPARATION AND/OR MATERIALS	PROCEDURES FOR NON-ELIGIBLE CHILDREN	PERSONNEL PLANNING	PILOT DEMONSTRATION PROJECTS	OTHER AGES TRANSITIONS
WA: SINGLE PORTAL										✓							
WV		✓	✓							✓	✓			✓			

AGE 5 ONLY

State or Project	SPECIFIC AGE GUIDELINES OR TIMELINES	STATE INTERAGENCY AGREEMENT	FISCAL RESPONSIBILITY	RECORDS AND CONSENT	PROVISIONS FOR SERVICE COORDINATION	PROVISIONS FOR EVALUATION	DISPUTE RESOLUTION	IFSP TO IEP PLANS	FAMILY MATERIALS/TRAINING	LOCAL AGREEMENTS OR RESPONSIBILITIES	OPTIONS FOR PLACEMENT ADDRESSED	ROLE OF ICC IN TRANSITION	CHILDREN'S PREPARATION AND/OR MATERIALS	PROCEDURES FOR NON-ELIGIBLE CHILDREN	PERSONNEL PLANNING	PILOT DEMONSTRATION PROJECTS	OTHER AGES TRANSITIONS
KS: RAPIDS									✓	✓	✓					✓	
NM: PROJECT AIM									✓	✓							
NY						✓					✓		✓				
VT: TEEM	✓									✓			✓				

HIGHLIGHTS ON TECHNICAL ASSISTANCE PROVIDER

Region 2 Rural Technical Assistance Center
PRC, Inc.
2601 Fortune Circle East, Suite 300A
Indianapolis, IN 46241

Who to Contact for Early Childhood Information (0-8 years):

Dr. Pamela Terry Godt, Dr. Rita Uchida, Ms. Sheila Short, Ms. Donna Ormiston
(800) 456-2380 or (317) 244-8160

Target Population Served:

We offer Chapter 1 technical assistance services to state and local educational agencies in the states of Delaware, Indiana, Kentucky, Maryland, Michigan, Ohio, Pennsylvania, West Virginia, and in the District of Columbia. The Rural Technical Assistance Center focuses its efforts on the needs of school districts defined as rural, providing them with information about research-based improvement strategies and service delivery models that can benefit educationally disadvantaged students.

Service Provided:

The focus of both Technical Assistance Center (TAC) and Rural Technical Assistance Center (R-TAC) work is the continued improvement of Chapter 1 programs to educationally disadvantaged students through services to state educational agencies (SEAs) and local educational agencies (LEAs) at no cost. R-TAC services include providing information and resource materials, consultations, planning seminars, regional meetings and workshop presentations for Chapter 1 Basic, Migrant, Neglected and/or Delinquent Youths and Early Childhood Programs. Many workshops designed to train administrators, Chapter 1 teachers, paraprofessionals, parents, and regular teachers of Chapter 1 children are available for inservice presentations either during the school year or summer.

Resources Available Specific to Issues of Transition and/or Linkages:

Technical assistance to Even start Programs serving children 0-7 years and their parents in an intergenerational format; interagency coordination/cooperation; Early Childhood Assessment and Evaluation Practices; Desired Outcomes; Portfolios; Alternative Assessments; Workshop presenations/on-site consultations provided to K and 1st grade Chapter 1 and regular teachers and administrators on effective transition practices to help disadvantaged youngsters achieve success in the regular classroom; Emergent Literacy Behaviors; Parent Involvement Practices; Advanced Strategies in Reading and Mathematics for Young Children; Developmentally Appropriate Practices for Young Children; High Expectations for Student Achievement; Better Schooling for the Children of Poverty

General Resources Available:

Include professional staff trained and experienced in providing workshop presentations, on-site consultations, or information dissemination in the following areas:

Program Improvement: Identifying Schools for Program Improvement; Local Annual Review; Student Improvement; Parent Involvement; Needs Assessment; Disaggregating Data; Plan Development,

(continued)

Implementation, and Assessment; High Expectations for Student Achievement; Maximizing Learning Time; Better Schooling for the Children of Poverty

Evaluation: Overview including Needs Assessment, Student Selection; Desired Outcomes; Sustained Effects, Functional Level Testing; Gap Reduction; Student Improvement; Setting up Databases; Achievement Testing and other Objective Measures

Schoolwide Projects: Planning and Evaluation; Exemplary Models; Cooperative Learning Techniques; Team Building and Group Processes

Many of the same workshops as in Program Improvement, but with a Schoolwide Project perspective:

Testing Issues: Testing Selection and Related Issues; Early Childhood Evaluation (Pre-K, K, and Grade 1); Advanced Skills; Interpreting Test Scores; Measurement: Percentiles, NCEs, Grade Equivalents, and Types of Test Scores; Disaggregating Data

All major topics begin with an overview of the Chapter 1 law as it relates to that topic. While a basic format and main materials are used, the workshops are adapted to each LEA's particular concern.

Advanced Skills: Math Problem Solving; Math Estimation; Striving for More: Advanced Skills in Chapter 1; Understanding Reading: What Do I Do on Monday?; Writing Skills; Whole Language; Integration of Reading Instruction and Assessment

Parent/Community Involvement: Assessment and Planning; Program Design, Research; Evaluation, Staff Training; Working in Reading with Your Child; Working in Math with Your Child; Study Skills; Even Start; Interagency Coordination

Coordination of Chapter 1 With The Regular Classroom: Overview of the Law and Research; Assessment, Video, Planning and Implementa- tion; Assessing Success in the Regular Program

History of Organization:

Ten Rural Technical Assistance Centers (R-TACs) were established in the United States on October 1, 1989 to fulfill the requirements of the enabling legislation, the Hawkins-Stafford Elementary and Secondary School Improvement Act, Public Law 100-297.

The R-TACs were formed by the federal government, Department of Education, Division of Compensatory Education Programs. Our specific Region 2 R-TAC contract was awarded to Advanced Technology Incorporated, which merged in January of 1991 with Planning Research Corporation, and changed its name to PRC Inc.

Funded by the U. S. Department of Education. the main focus of R-TAC is to support the education of Chapter 1 students.

Organization Goals/Focus and Priorities:

To provide technical assistance, consultation, training, and other assistance to help state and local educational agencies in the region improve the quality of the education offered to educationally disadvantaged children participating in CHapter 1 programs who reside in rural areas or attend small schools. In addition to basic services, R-TAC staff also deliver services to migrant programs, Even Start Programs, and neglected or delinquent youth in institutions. R-TAC services cover the areas of evaluation, program involvement, curriculum and instruction, and parent involvement.

HIGHLIGHTS ON
TECHNICAL ASSISTANCE PROVIDER

Region III Head Start Resource Center
Head Start Resource and Training Center
University of Maryland University College
University Boulevard at Adelphi Road
College Park, MD 2074201630

Who to Contact for Early Childhood Information (0-8 years):

JoAn Knight Herren, Director;
Tillie Bayless/Lora Fader, Education Specialists
301/985-7840 or 800/688-1675 or
BBS 1-800/888-9888

Target Population Served:

Delaware
Maryland
Pennsylvania
Virginia
West Virginia
Washington, DC

Services Provided:

Conferences, workshops, on-site consultation and resource development in Early Childhood Education, Management, Social Services, Parent Involvement

Resources available specific to issues of transition and/or linkages:

Living & Teaching Nutrition, Practical Tips for the First Supervisor, T & TA Dateline, Training Manual for Local Head Start Staff, Head Start On-Line—The Guide, TNA Summary Report July 1991, Region III Resource Pool Roster, Head Start Families in Crisis: Tackling Substance Abuse, Virginia Grantee Director, West Virginia Grantee Directory

General resources available:

See attached Resource Lending Guide

History of Organization:

Head Start Resource and Training Center is one unit in the Center for Professional Development at the University of Maryland University College. It was formed in 1970 and is funded by the Department of Health and Human Services and the Head Start Bureau. The Head Start Resource and Training Center prides itself on developing new skills in distance learning, large group instructional techniques, and use of technology in the learning environment.

Organizational Goals/Focus and Priorities:

See attached vision

The University of Maryland University College

Resource and Training Center

for child and family service providers

Our Vision:

"The University of Maryland Resource and Training Center is dedicated to improving the quality of life for children and their families toward a more compassionate society"

Our Mission:

1. To develop and provide products and services that have a positive impact upon children and their families.
2. To promote and enhance the competency and efficiency of child and family service providers.
3. To establish and maintain relationships that strengthen the self worth, dignity, and respect of individuals of every age.
4. To maintain a work environment that supports and enhances the achievement of individual and organizational goals.

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Three Critical Goals for 1989-90

A. Increase visibility with Grantees
  1. communication
  2. Region III conference
  3. national projects

B. Strengthening relationships
  1. [illegible]
  2. [illegible]
  3. Region III OHDS

C. Strengthening Internal Systems
  1. teambuilding
  2. unit leadership
  3. automation proficiency

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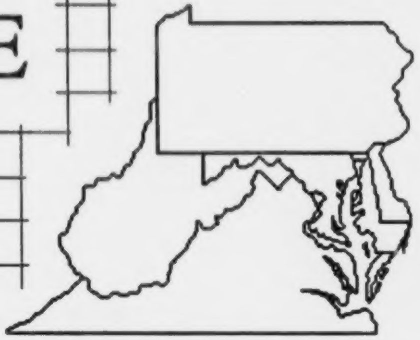
T&TA DATELINE

A Quarterly Newsletter for Region III Head Start Programs

November 1991 **Number 27**



Dear Head Start Friends:

Region III Head Start is expanding with more children, new programs, and new projects. As a result of expansion, we began this year with 2700 more children (see News From the Regional Office). In addition many grantees were funded for special projects (see page 3). Congratulations, we are proud of each of you!

A new role has emerged for the management teams in Head Start --writing winning proposals. If you applied for a grant and didn't win, request a debriefing and get copies of the winning proposals. You might also want to consult with the directors who won these grants. Get the details!

For training on grant writing form a cluster and request a workshop from Madhavi Parikh and Darlynn Mabon, or call on our Resource Pool experts who could help you put together your next proposal. To succeed, assess your skills, set a plan, learn new techniques, and use all the resources available to you.

Remember Francis Hesselbein, who spoke at the National Management Institute. In an article about her the author said," Leadership is like love or driving. None of us can bear to think we might be bad at it." Use Hesselbein as a model for always learning and seeking new understanding and skills.

Good luck! Have an especially good year.

Sincerely,

JoAn K. Herren

JoAn Knight Herren

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Published by the Region III Head Start Resource and Training Center

News From The Regional Office

From David Lett, Director, Office for Community Programs

We have been so busy during the past few months that it seems like only yesterday since the last issue of Dateline. So, let me begin my report with the most important announcement.

Burma Stokes, whom many of you already know, has been promoted to the position of Supervisor. As a Community Program Specialist, she was responsible for Head Start programs in West Virginia, the District of Columbia, Delaware and Virginia. Prior to joining the Regional Office during 1988, she was the Head Start Director for the Little Neighborhood Center Head Start Program in Philadelphia for two years and was also the Pennsylvania Head Start State Training Officer for ten years. Burma's unit covers programs in Maryland and Virginia. *Mrs. Stokes* brings a wealth of Head Start knowledge to this position as well as a practical understanding of the issues which confront programs every day.

We have just closed the most successful year ever in terms of Head Start funding with major increases for expansion and program improvement as well as substantial new funds to sustain and improve program quality. Overall, Region III grantees added more than 2,700 children to Head Start and Parent-Child Center enrollment. To support this effort, the Region awarded nearly $13 million for start-up and service delivery. Eighty-five programs received approximately $4.3 million to resolve health and safety problems in facilities, to replace old busses and to buy other equipment essential for the program operation. Last, but certainly not least, the Regional Office awarded almost $15 million for salary and fringe benefit increases, to sustain quality operations and to support a literacy project in every Head Start program.

This is an exciting time to be part of Head Start. We have a bright future ahead of us, especially as additional opportunities unfold for management training.

The Head Start Management Institute, held during August, set high standards. With the assistance of the Region III Head Start Resource and Training Center we plan to continue the management training started at the Institute by offering six to eight comprehensive sessions which will be held throughout the Region. I hope that your entire Head Start management team, Head Start Directors, component coordinators, executive directors and board members will participate. This is an important training resource for every Head Start program. Keep an eye out for dates and locations.

WANTED

Fiscal Peer Reviewers with a B.A. in Accounting or Finance and several years progressive experience in non-profit accounting. Interested persons should send a resume to David Lett, Assistant Regional Administrative, DHHS/ACF, 3535 Market Street, Room 5450, Philadelphia, PA 19104.

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T & TA DATELINE

From Walter Lauterbach, Ph.D., Mental Health Consultant

Training of Head Start Mental Health Coordinators in their new guide *Mental Health in Head Start - A Wellness Approach* began in August. More than fifty coordinators, representing twenty nine Head Start programs were trained in Philadelphia during the New Directors/New Coordinators training. On October 31, training was given at the Regional Head Start conference in Philadelphia.

In November, training sessions will be offered at three additional State Head Start meetings: at Roanoke, on the 14th, and at Mechanicsburg, PA and at Cedar Lakes on the 21st.

Since the Head Start Bureau has required that Mental Health Coordinators be trained when they receive the new coordinators guide, please make plans for your staff to attend these meetings. Other coordinators are welcome as well as program directors.

The following Region III Head Start programs are among those awarded new grants:

Wise County/Norton VA Head Start
Bill Bowen, Director

People, Inc. VA Head Start
Carolyn D. Pierce, Director

Total Action Against Poverty VA Head Start
Cleo C. Sims, Director

Fairfax County VA Office for Children
Sandra Scott Forrest, Director

Northern Panhandle WV Head Start
Pat Gracey, Director

Allegheny County PA Head Start
John Mitchell, Director

Scranton-Lackawanna PA Human Development
Head Start, Sam Ceccacci, Director

Snyder-Union-Mifflin PA Child Development
Sharon Gibson, Director

Delaware County PA Head Start
Sandra Shippen, Director

Lancaster PA CAP Child Development Prog.
Carol Winters, Director

Urban Services Baltimore City, MD
Carlethea Johnson, Director

Indiana County PA Head Start
Reed Booth, Director

United Planning Organization, DC
William D. Hughey, Director

Cen-Clear PA Services, Inc.,
Gene Kephart, director

Montgomery County MD Head Start
Eileen Levi, Director

Southwestern WV CAC Head Start
Mary Jane Bevins, Director

Philadelphia PA Parent Child Center, Inc
Jewell Morriissette-Ndulula, Director

Community Progress Council
George H. Moore, Director

New Grantees:
Hanover Schools, VA
Prince William Schools, VA
Concord College, WV

News From the New RAP Child Development Resources (CDR) a non-profit agency in Lightfoot, VA has received the contract for the Resource Access Project (RAP). CDR is a 25 year old agency that provides services for young children and their families and training to the professionals who serve them. The RAP provides training and technical assistance to Head Start programs to enhance their services for children with disabilities.

The RAP project is a team effort between CDR and the Georgetown University Child Development Center (GUCDC). CDR staff will be responsible for work in Delaware, Maryland, Virginia and West Virginia. Head Start directors and disability coordinators in these states should call (800)237-2737 (800)CDR-RAP3 for more information about services provided by the Region III RAP. A portion of the work has been subcontracted to GUCDC. The GUCDC staff, who have had many years experience working with Head Start, look forward to working with programs in Pennsylvania and the District of Columbia. The phone number for the GUCDC office is (800)445-7273 (800)445-RAP3.

The RAP staff are reviewing the summary of the Region III needs assessment information. Directors and disability coordinators are being asked to share additional information about the need for help with the disability component. This information will be used to plan training to meet the specific needs of programs as they work with children with disabilities. If you received a follow-up survey and have not yet returned it, please do so soon! Your input will help us plan for and provide training that meets your needs.

News From Head Start Programs

The VA Council on Child Care and Early Childhood Programs' Project Voice has been uniquely involved in Head Start Programs in the state. *Michael McGrady*, Project Voice Head Start Coordinator has become a familiar sight at the various local and state activities. Some of the major activities and accomplishments include:

- sponsoring an August training conference for Directors,
- initiating contact with the VA Business Council to develop a Public/Private partnership with Head Start programs in the state,
- negotiating with the Governor's office to develop a Family-Focused Substance Abuse Prevention program involving Head Start,
- distributing information to VA Head Start programs regarding the availability of classroom space for full day programs in Salvation Army Centers, and
- informing VA programs about the availability of block grant funds to Head Start programs for the purpose of expanding into full day/full year programs.

In addition, Project Voice continues to communicate with all the Head Start programs in the state. It is anticipated that more partnerships will develop and services will be expanded for families in Virginia.

Chester County, PA I.U. Head Start celebrated National Spanish Heritage Week (September 9-13) with special classroom activities and a Fiesta Day. *Mr. and Mrs. Charriez*, Head Start parents, helped organize the activities with Head Start staff. Hispanic Americans use the festive music, food and customs of celebration days to foster their children's appreciation of their culture.

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Southern Tri-County, MD is experimenting with integrating Head Start classes with Early Childhood Education classes. Teaching staff from Head Start, Extended Early Education Programs (EEPs) and Preschool Special Education classes in Charles County attended a week long training session to integrate these classes as best suited the individual programs and staff.

Both Head Start and Preschool Special Education classes are housed in the F. B. Gwynn Center. During the Head Start day children from the special education classes join the Head Start children in their free play activities. Head Start children join the special education children for music, art and physical education.

This is not a new experience for some of the Head Start children. Last year, Home-Based Head Start children visited the Gwynn Center special education classes for socialization days. Parents were pleased with this arrangement, so when this year's program was introduced it was received enthusiastically. According to *Ruth Foote,* the director, parents are eager to enroll their children in the Gwynn Center program.

Joint training and planning is critical to the successful operation of this experimental program. Head Start teaching staff and preschool special education teaching staff have joint planning sessions once a week and share training sessions. For more information, contact *Ruth Foote,* Director, Southern Tri-County, MD. (301)475-5874.

Congratulations to CDA Recipients from
ACAP Head Start Program, Arlington, VA

Hnia Amal *Sylvia Segovia* *Leola Jordan*

Component News

Administration/Management: Non-Federal Match Revisited From time to time it is important to check if regulations have been changed and/or updated. Barbara Smith, Financial Management Specialist at the Region III Office of Fiscal Operations clarified regulations governing in-kind contribution in response to the following questions:

In-Kind in Home Base

- *In a Home Base program, can the value of parent's time during the home visit with the home visitor be counted as in-kind?*
  Yes. Actual time while the home visit is in place is considered donated time. This time must be documented and signed by the Home Visitor. This time is comparable to classroom volunteer time.

- *In the Home Base program, can the time parents spend working with their own children on assigned tasks be counted as in kind?*
  No. All parents should work with their own children on an individual basis. This time may not be counted as in-kind time.

- *In the Home Base program, can the space used for home visits be counted as in-kind?*
  Yes. However the space value has to be prorated for the time it is being used. Fair market value for the space must be used for estimating in-kind value.

Parents' Time as In-Kind Contribution

- *Can the value of the time spent by parents to attend official business meetings be considered in-kind?*
  Yes. Time spent by parents to attend official business meetings can be considered in-kind.

- *Can the value of the time spent by parents to attend training meetings be considered in-kind (e.g., attend training on "Looking At Life")?*
  No, if the training is for personal enhancement and growth of parents it may not be counted as in-kind time.
  Yes, if the parent is delegated to attend a training activity and is required to make an official report or present training to other program members. This training time can be counted as in-kind time.

- *Can the value of time spent by parents to attend Head Start Association activities such as business meetings, or training workshops be counted as in-kind?*
  Training time may be counted as in-kind time **only if** the parent is required to make an official report or conduct a training for others at her/his Head Start program.

Use of Public Facilities

If the public library provides story time just for Head Start children, it can be considered in-kind time.

Public facilities provided by counties and states (e.g. libraries, parks) are available for use by everybody. They are not operated or designed for Head Start use only. Therefore Head Start may not consider the use of such facilities as in-kind contributions.

However, if a county sets aside certain sections of a park for exclusive use by Head Start during certain hours, the prorated value of the space can be considered in-kind. You will need a document indicating exclusive use authorization for your Head Start program.

Head Start Employees' Time as In-kind Contribution

A word of caution about using Head Start staff as volunteers: Fair Labor Laws require over-time pay for non-exempt employees. It is good practice not to count staff time as volunteer time.

Rating the Value of In-kind Contributions

Head Start programs may want to develop an "in-kind scale", similar to their salary scale. This "in-kind scale" should be revised annually to adjust to changes in fair market value of different work.

The "in-kind scale" should reflect differences for education, experience, and work performed by volunteers. For example: the value of time volunteered by a person with an M.Ed. will be greater than the value of time volunteered by a person with a Bachelor's degree. An experienced parent volunteer's time will be assigned a greater value than a first year, inexperienced parent.

Education: Homeless Children in the Head Start Classroom: The recession of the 90's has had a great impact on young children. More children are living in poverty that ever before. The latest reports indicate that one in four children are from households that fall below or near the poverty line. Many of these children are living in sub-standard housing, community shelters, or with other families in crowded conditions. In spite of the efforts of Head Start staff to locate suitable, affordable housing, many Head Start families continue to be faced with chronic housing shortages. What is the impact of these living conditions on children and their development? Nancy Boxill, editor of *Homeless Children: The Watchers and the Waiters,* addresses these questions through a review of the current research findings. She expands the definition of homelessness beyond the shelters and the stereotype of "street people" and identifies four types of homelessness:

- **Temporary:** includes families who have experienced unexpected crises such as fire, flood, earthquake, or relocation. Although relocation often means establishing new roots, most adults do not fully realize the impact on young children.
- **Periodic:** includes families who leave their home as a result of financial or personal demands. An example is the migrant family which often travels to the job site and returns to the previous place of residence. This characteristic of leaving the home for a period of time and returning causes disruption to the young child.

By these expanded definitions, many more Head Start families may be identified as homeless. *Homeless Children: The Watchers and the Waiters,* (Haworth Press, 1990, edited by Nancy Boxill) defines homelessness in detail and provides resource materials.

- **Chronic:** usually refers to adults who fit the old stereotype of homeless and often is associated with alcoholics and drug addicts. Although young children usually are not identified in this category, there are children living with families on the streets.
- **Total:** the most devastating of all forms of homelessness and perhaps the one with which we are most familiar. The loss of community support and connection to a neighborhood increases family stress and decreases the family's ability to cope. This category also includes families that must move in with other family members to share already overcrowded conditions.

Regardless of the cause, for these children, the loss of their home comes at a time when the absence of stable, nurturing settings has the potential to do the most harm. For it is from their environment that young children learn, develop a sense of their world and shape their personalities.

Personal places refers to the child's sense of belonging somewhere in the environment and his understanding of things associated with others. For example, mother's chair or grandmother's couch symbolizes that person to the child.

Personal space and personal places are very important to the growth and development of young children. Personal space refers to a young child's ability not only to obtain privacy, but to have some control over when to exercise the right of privacy. The Head Start classroom may provide the only place or space the child can call his own. It is important that Head Start staff take into account the impact of the physical environment and the psychological environment on the child, particularly the child who is "homeless." Education Coordinators can take the lead in raising these questions to their teaching staff:

Do children have cubbies or other personal areas which belong just to them? Can children use these areas when they feel the need for privacy? It is ok for a child to retreat to his/her cubby as a way to reaffirm this personal space?

Are children permitted to go the bathroom without the entire group of children? Are individual stalls available for children? If not, are there other times that personal hygiene can be accomplished in private?

Is it sometimes all right for a child to not share a toy or game with another child?

Are children permitted to move around the room on their own or are all of the activities "group" activities?

Are children involved in the decision-making process when the teaching staff decide to re-arrange the classroom?

Do teachers respect the right of children to define their own personal space?

Team Teaching: Mainstreaming children with disabilities into the classroom has been a long time policy of Head Start. It is expected that programs will begin to integrate children with more severe disabilities, and to explore new options to the old ways of mainstreaming. Good places to begin are local public schools and special education facilities in the area (Easter Seals, Cerebral Palsy Foundation). Integration can begin as a gradual process.

In order to decide where on the spectrum classes will be, it is necessary to carefully plan ahead with those involved.

The spectrum for integration is quite broad. At one end of the spectrum, children with special needs spend small amounts of time in a regular classroom for various "recreational" activities (such as music or art). At the other end, children with disabilities and typically developing children make up one class with both regular and special education teachers and assistants.

One obstacle to joining two separate classes is the difference in curriculum. Training staff on the same curriculum is helpful. Participants can plan to use the same approach and structure when working in their newly combined classes.

Another major obstacle is the different teaching strategies of regular and special educators. Early childhood educators often focus on the general principles of child centered activities when working with children. Special educators, for the most part, are accustomed to teaching specific skills by breaking down the task into simple step-by-step processes.

To work together, regular and special educators must combine their techniques to provide the best learning situation for all children.

Another problem that can arise when fully integrating two separate classes is the notion of ownership. We, as educators, become quite attached to the children in our classes and often refer to them as "our kids". The idea of relinquishing responsibility and care of these children to another adult is often unappealing. We may become threatened and begin to experience feelings of jealousy, anger, and resentment, to name a few.

However, combining Head Start classes with preschool special education classes provides a real opportunity for personal, as well as professional, growth. Some of the benefits are:

- the chance to model cooperative behavior for young children,
- a means for affirmation, sharing of resources, constructive peer criticism, problem solving and reflection,
- the chance for all children to learn at their own rate,
- learning new techniques and strategies to work with children,
- providing more adults with whom you can confer about the curriculum and individual children, and
- combining the best practices of both early childhood education and special education, rather than keeping them separate.

Parent Involvement: **"Leadership Development for Policy Council and Boards:"** The training scheduled for November 14-15 has been cancelled. Due to the demand for training in this topic area, it has been decided to offer this workshop to participants in locally scheduled clusters. More trainees will be able to participate and the cost per participant will be significantly less. If your program had planned to participate in the November cluster, please contact Sylvia Carter at (800)688-1675 for information on a cluster that might be scheduled nearby.

Parent Education Symposium: Mark your calendars! A special parent education event is planned for December 11-13, 1991 (see Calendar). This will be an opportunity for Parent Coordinators, Social Services Coordinators, Education Coordinators and Health Coordinators to review, analyze and practice using a variety of Parenting Curricula. This symposium will be held in Williamsburg, Virginia at the Hilton Convention Center. More information will be forwarded to programs in the near future. Watch the mail and make your reservation quickly. For more specific information contact either Helen Vojna or Sylvia Carter at (800)688-1675.

Writing for Parents: This is an exciting time of year for Head Start families and staff. It is so important to communicate with parents in a special way and this is the time to begin. Starting off on the right foot can make all the difference. Here are a few suggestions for communicating with parents:

- *Keep sentences short and to the point.*
- *Be informal and personal when possible. Use "you" rather than saying "the parents."*
- *Use illustrations whenever possible to enhance the memo or newsletter.*
- *Use creative titles for activities. Rather than sending home a notice about a "Parent Meeting", why not invite parents to a night at the movies that includes special popcorn and fruit punch. The movies could include topics on discipline, stress, child development, self sufficiency, etc.*
- *Choose large or bold type sizes for groups that might have a low reading level. Use different sizes to keep the reader focused.*
- *Whenever possible, use colored paper in order to create interest and to ensure that the item will stand out.*
- *Use simple or easy words that your typical audience can understand.*
- *Use humor whenever possible or use catchy phrases that would be understood in the community.*
- *Be tactful and try to refrain from using words that might be offensive to any group or individual.*

Remember that you are attempting to reach parents and get them involved in an experience that will change their life. So get busy and practice, practice, practice!

Social Services: Social Services Training Manual Activities Progress! September marked the last of six scheduled trainings; we have jumped from 64% to 78% completion toward our goal of distributing the manual to all Region III grantees. 137 of 176 grantees and delegates have attended training.

A seventh training on the manual will be scheduled in early 1992, most likely in February or March. The location will be as *central* as possible to those grantees/delegates who have not yet attended.

Training completed:

District of Columbia	**100%**
Pennsylvania	**85%**
Virginia	**84%**
Delaware	**80%**
West Virginia	**71%**
Maryland	**58%**

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The Indiana University of Pennsylvania Family Services Professional Development Certificate Program commenced on Saturday, September 28, 1991! Thirty-four registrations (from one West Virginia and seven Pennsylvania grantees) were received and accepted by the cut-off date. The program also has a waiting list, sparking the potential for future offerings of the course. We will keep you posted on new developments. For now...it's off and running with much excitement and energy being expressed by both faculty and participants!

KISS (Keep It Simple Stupid!) Record Keeping - Clarity and precision are the key words in effective record keeping. Seems like most people dislike having to document and record data, so why not keep it simple! The following TIPS come from the *Social Services Training Manual* (1990) and the *Social Services Competency Based Training: Instructional Modules* (B. Rasberry, 1984). Both resources suggest that in recording we:

- separate facts from feelings and impressions...the language of the report should reflect what is actually happening in the family and should be understandable to the family
- report specific occurrences and omit generalizations
- record promptly for more clarity and accuracy
- record only information that has a specific purpose (there should be obvious reasons for including the entry)
- make record entries prior to discussing a situation with a co-worker or supervisor, so as not to have our viewpoint distorted
- avoid labeling of situations and behaviors, and especially of people
- identify all judgments as such - inevitably, workers can seldom know *everything* about a family's problems, strengths and needs and must conclude from the information gathered what the issues are and what the interventions could be. These judgments should be clearly labeled as judgments, but should be supported by relevant facts and examples. In addition, parent's agreement or disagreement with the judgments should be noted.

In summary, say no more than needs to be said, select the least complicated words and phrases, organize your writing carefully, select the proper words to express the actual situation (be aware of evaluative words), and keep in mind the purpose of the record entry. Who will read it and what do they need to know? In other words...KISS!!!

New (optional) Head Start Application Form In the Works - The Departments of Agriculture and Health and Human Services have developed a simplified joint application for some key anti-poverty and nutrition programs. The model form solicits basic information including income, family size, names and ages of potential participants. With this one form, families will be able to make application to Head Start, Medicaid, the Maternal and Child Health Block Grant, health care services for the homeless, migrant health centers, community health centers and WIC. The new form was made available to states in late October. For information contact Helen Vojna (800)688-1675.

Resources:

New at the HSRTC Lending Library: Three new videos:

- *Our Voices* - focuses on the effects of prenatal exposure to cocaine. Exposure early in pregnancy can cause abnormalities in the infant's intestinal, genital or urinary systems. Detection of prenatal exposure to cocaine is not always easy. Cocaine-exposed infants come from all economic strata. Options for providing care to pregnant women using cocaine are discussed. 1 hour
- *Shaking, Hitting, Spanking: What to do Instead* - teaches alternatives to corporal punishment. Four parent-child interactions that often lead to shaking, hitting and spanking are presented. After each of the four scenes, viewers are asked to turn off the video and discuss what occurred. As the video continues, alternative strategies are presented. 30 minutes
- *The Nurturing Program for Parents and Children, Birth to Five Years* - realizes that parenting children is not an easy task; at various times all families struggle. The Nurturing Program attempts to make the struggle more infrequent for both parents and children. Ten scripts are presented. 110 minutes

To borrow any of the resources above, please leave a message on the BBS, message area 8, for the Resource Librarian. Or, call her at (301)985-7840 or (800)688-1675.

Recommended reading:

Leadership: The Inner Side of Greatness. by Peter Koestenbaum. *Recommended by JoAn K. Herren.*

This newly released book on leadership introduces us to the Leadership Diamond Toolbox. It summarizes the Leadership Diamond theory: all you need to know about the leadership mind. I liked this book because of its focus on the inner work a leader must do in order to be effective.

The model contains four dimensions of greatness: vision, reality, ethics, and courage. Any one without the other three diminishes the opportunity for leadership.

There are definitions of greatness included in the discussion of the model. Since Head Start is grappling with issues of excellence during expansion, it is refreshing to read a theory that reflects where we are, but using new words.

Greatness requires change, according to Koestenbaum, not only incrementally, but also in breakthrough kinds of ways. The restructuring of Head Start programs in the social services/parent involvement components comes to mind.

Pragmatic greatness includes an emphasis on results, fostering autonomy and empowering others. Philosophic greatness honors life by striving for depth and for perfection.

In all of these paradigms, there is a recognition of the importance of the inner spirit of the leader, coupled with a recognition of the importance of leading in the real world and being grounded in the work that you do.

This is an easy to read book, recently released, that should be available at any bookstore. (San Francisco: Jossey-Bass, 1991.)

Good Day Bad Day This Child's Experience of Child Care, by Lyda Beardsley.

This author describes a typical day in first one center and then the other. The scenes are repeated so the reader can understand the consequences of adults' responses to children's behavior.

For instance, a block corner scene is described: two children are building. Another little girl who suggests building a "kindergarten" is rejected with a shove. The children are cautioned to "play nicely or lose their block corner privileges for the rest of the day." The rejected child begins to line up chairs for her "bus" and is joined by a new, still unsure girl who helps bring chairs for the bus. The children are reminded that chairs stay under the table and blocks stay in the block corner. Both bus builders retire to their roles of observers rather than participants.

The scene is repeated in the good child care center. Here the adults encourage the girls to use chairs to build their "bus" for transportation to the kindergarten. The play is extended to include materials for the kindergarten and parts for the bus, and shy Alicia is encouraged to be the driver and to "blow her horn" to remind the cars to get out of her way. (Teacher's College Press, 1234 Amsterdam Avenue, New York, NY 10027. 1990, $15.95/paper; $30.95 cloth.)

The Whole Language Kindergarten by Shirley C. Raines and Robert J. Canady.

Although this book is written for kindergarten, much of it is applicable to Head Start children. Most of the activities can be presented at the developmental level of children in Head Start programs.

The authors describe the key elements of whole language: children need to be *immersed* in a rich language and literacy environment; children need the *opportunities and resources* to develop their love for and interest in reading and writing; and they need the time, materials, space and activities that allow them to be listeners, speakers, and to have the opportunity to "read" and to "write".

Children learn from the *meaningful communication* they have with others about things of interest to them. Adults must *model* communicating, listening, speaking, reading and writing. They must both *accept* their young children as developing "readers" and "writers" and *expect* them to become good readers and writers by creating an atmosphere that encourages and supports their language. Chapters in this book include "The Role of Play in the Whole Language Kindergarten," "Changing Group time to Emphasize Whole Language," and chapters on Science, Art, Music and Movement, Housekeeping and Blocks. (Teacher's College Press, 1234 Amsterdam Avenue, New York, NY 10027. 1990, $18.95/paper)

November

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6-10 **NAEYC Annual Conference.** Denver, CO. Contact: Barbara Bosse, National Conference Coordinator, NAEYC, 1834 Connecticut Avenue, N.W., Washington, DC 20009, (202)282-8777 or (800)424-2460.

9 **Indiana University Pennsylvania Family Services Certificate Program,** Indiana PA (Program is full.) For information contact: Helen Vojna, Head Start Resource and Training Center (301)985-7840,(800)688-1675, or on the BBS.
Other dates for this Program:
11/23 2/29/92 3/28 4/25
12/7 3/11 4/11

12 **Maryland Child Care Resource Network: "Harmonizing With Parents."** 1401 Mount Royal Avenue, Baltimore, MD. 6:30 - 8:30 p.m. For fee and registration contact: Bernadette Williams (301)728-8844.

12 **Working with Non-Traditional Families.** 1001 Eastern Avenue, Baltimore, MD. 9:30 a.m. - noon. $12. Contact Friends of the Family (301)659-7701.

16 **Maryland Child Care Resource Network: "Guiding Children Beyond Time-Out."** 9475 Lottsford Road, Suite 202, Landover, MD. 9:30 a.m. to 12:30 p.m. For fee and registration contact: Darcie Donegan (301)771-8420.

19 **Maryland Child Care Resource Network: "Making Mainstreaming Work in Child Care Settings.** 9:30 a.m.-12:30 p.m. 1401 Mount Royal Avenue, Baltimore,MD. For fee and registration contact: Bernadette Williams (301)728-8844.

13-15 **Virginia Head Start Association Meeting.** Roanoke, VA. Contact: Fran Picot, President (804)624-9366.

14 **Mental Health Coordinator Guide Training** at the Virginia Head Start Association, Roanoke, VA. Contact: Walter Lauterbach, Mental Health Consultant, Region III, DHHS (202)596-1561.

19 **PA Head Start Administrators' Association Meeting:** Red Lobster, Mechanicsburg, PA. 6:00 pm. Contact: Anne M. Doer, President, PHSAA (717)326-0587.

19 **Parents' Night With Dr. T. Berry Brazelton. Stresses and Supports for Families in the '90's.** The Forum, 5th and Walnut Streets, Harrisburg, PA. 7:00 p.m. Free and open to all. Contact: (800)325-8040 or (717)787-5659.

20 **Professional Day Seminar. "Community for Families, Families for Children: A Shared Commitment in Pennsylvania."** The Forum, 5th and Walnut Street, Harrisburg, PA. Presenters include: Berry Brazelton, Edward Ziegler. 8:00 a.m. to 4:30 p.m. $35/includes lunch. Contact: Renee Brenner (800)325-8040 or (717)787-5659.

20-22 **PAHSA Conference,** Holiday Inn, Mechanicsburg, PA. Contact: Pat Johns, President (412)349-6200.

21 **Mental Health Coordinator Guide Training.** PHSA Conference, Holiday Inn, Mechanicsburg, PA. Contact: Walter Lauterbach, Mental Health Consultant, Region III, DHHS (202)596-1561.

20-22 **West Virginia Head Start Association Fall Training Conference, "Enhancing Management and Supervision in Head Start."** Cedar Lakes Conference Center, Ripley, WV. For Head Start Coordinators and Supervisors. Contact: Mary Jane Bevins, Director, Southwestern CAC, Inc. (304)525-5151.

21 **Mental Health Coordinator Guide Training.** Cedar Lakes, WV. Contact: Walter Lauterbach, Mental Health Consultant, Region III, DHHS (202)596-1561.

20 **Workshop Series C:** "Behavior Management for Preschoolers," "Parent/Teacher Communication-Establish It, Make

it Better!", "Winter Science for the Pre-School Curriculum." Bel Pre Day Care Learning Center, Silver Spring, MD. 7-9 p.m. $20/advance; $22/door. Contact: Montgomery Child Day Care Association, (301)946-1213.

22-23 **Delaware Head Start Association Annual Conference.** Dover, DE. Contact: Betty Richardson, Director, Seaford CAA, (302)629-7904.

26 **Leading Parent Groups for Parents of Children 0-3.** 1001 Eastern Avenue, Baltimore, MD. 9:30 a.m. - noon. $12. Contact: Friends of the Family (301)659-7701.

December

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4-5 **The National Training Institute of the American Association of Mental Retardation (AAMR) "Legislative Directions in the 1990s: Reality and Challenges."** Holiday Inn Crowne Plaza, Crystal City, VA. $115/members; $145/non-members. Contact: AAMR Training Institute (800)424-3688 or (202)387-1968.

6-8 **7th Biennial National Training Institute of the National Center for Clinical Infant Programs. "In This Together: Researchers, Practitioners, Parents and Policy Makers Joining in Support of Infants, Toddlers and Their Families."** Omni Shoreham Hotel, Washington, DC. $185/single; $600/3 or more; $25/Saturday lunch. Contact: National Center for Clinical Infant Programs, Arlington, VA 22201-2500, (703)528-4300.

10 -12 **Fiscal Management Training.** Philadelphia, PA. To enhance the financial management function for Head Start programs. $350. Contact: Master Guide's Information Services, Box 27203, Salt Lake City, UT, 84127-0103 (801)561-1556.

11-13 **Parent Education Symposium.** Williamsburg Hilton Convention Hotel. Williamsburg, VA. For coordinators who work directly with parents. Contact: Sylvia Carter or Helen Vojna, Head Start Resource and Training Center (800)688-1675 or (301)985-7840 or on the BBS.

12 **Maryland Child Care Resource Network: "Sharing Books With Children."** 603 Water Street, Baltimore, MD. For fee and registration contact: Kim Roary (301)752-7588.

14-17 **The National Association for Perinatal Addiction and Education (NAPARE) Fifth National Training Forum.** Chicago, IL. Conference Highlights: A care program on drug-affected children, updates on child development studies, new insights in dual diagnosis and mental health. $165/members, $195/non-members. Contact: NAPARE at (312)329-2512.

January 1992

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14-15 **PA Head Start Administrators' Association Meeting.** Korman Suites, Buttonwood Square, Philadelphia, PA. Contact: Anne M. Doerr, PHSAA President, (215)569-7038.

HSRTC

Region III Resource Center

University of Maryland University College
University Boulevard at Adelphi Road
College Park, Maryland 20742-1630

(301) 985-7840 or BBS (800) 888-9888

FIRST CLASS

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Debra Comer

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Administration/Management Unit:
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Tillie Bayless
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HIGHLIGHTS ON
TECHNICAL ASSISTANCE PROVIDER

Region IV Head Start Resource Center
Training and Technical Assistance Services (T/TAS)
Page Hall 344, Western Kentucky University
Bowling Greeen, KY 42101

Who to Contact for Early Childhood Information (0-8 years):

Connie Jo Smith, Robin Gadsden-Dupree,
Melissa Werner, Janet Buckley
(1) 800/882-7482

Target Population Served:

Alabama, Mississippi, Florida, North Carolina, Georgia, South Carolina, Kentucky, Tennessee

Services Provided:

Training, technical assistance, consultation, materials development, resource library, brokerage of consultant services, telephone technical assistance, conference planning and support

Resources available specific to issues of transition and/or linkages:

Project Early Start Planning Guide: A Planning Guide to the Development of a Summer Program for Transition of High Risk Head Start Children into Public School Kindergarten (Booklet). Audubon Area Head Start, Owensboro, KY.

Transition From Preschool To Kindergarten (Book-Filmstrips). Administration for Children, Youth and Families, OHDS, DHHS, Washington, D.C., 1988.

General resources available:

Very extensive. Call (above) for more information. Resource library information attached.

History of Organization:

Organization was formed in 1973 by the Western Kentucky University College of Education. It is funded by the Department of Health and Human Services, Administration for Children and Families. Its main focus is Head Start training and technical assistance.

Organizational Goals/Focus and Priorities:

The mission of Training and Technical Assistance Services is to: Enhance the professionalism of the Region IV Head Start community; provide comprehensive child development services to young children and their families; and pursue our professional growth as individuals.

T/TAS delivers high quality resources, training and technical assistance, and child care guided by the Head Start philosophy and goals, and practical applications of the principles of child development, management, and human services. As members of a creative and competent team, we are supported in an environment which encourages individuals to maximize job satisfaction.

T/TAS

MISSION STATEMENT

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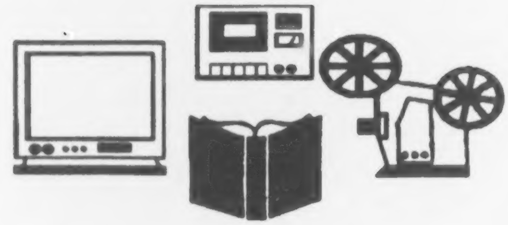

T/TAS Resource & Audio-Visual Library

Training and Technical Assistance Services (T/TAS), the Region IV Head Start Resource Center, maintains a library of nearly 2,000 different informational and training materials, serving the primary resource needs of Head Start programs in Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina and Tennessee.

The library's shelves are filled with books, videotapes, films, slide presentations, records, and filmstrips on a wide range of topics, including:

- Head Start/Day Care program administration;
- Child development and family relations;
- Materials related to the Head Start components of Administration, Education, Social Services, and Parent Involvement;
- Information and training resources for providing services to children with special needs; and
- Materials on related topics such as communication, time management, supervisory skills, career development, and curriculum design.

Through a computerized data bank on the holdings of the library, T/TAS can provide on request complete listings and information on resources from nearly 200 separate topic areas.

The library's services are available at little or no cost to all interested agencies, organizations and individuals.

TRAINING & TECHNICAL ASSISTANCE SERVICES
Resource & Audio-Visual Library
Room 344, Tate C. Page Hall
Western Kentucky University
Bowling Green, Kentucky 42101
(502) 745-4041

HIGHLIGHTS ON
TECHNICAL ASSISTANCE PROVIDER

Southern Association on Children Under Six (SACUS)
P.O. Box 5403
Little Rock, AR 72215

Who to Contact for Early Childhood Information (0-8 years):

Cathy Grace, Ed.D., Executive Director
Southern Association on Children Under Six
7107 W. 12th Street, Suite 102
Little Rock, AR 72204
(501) 663-0353

Target Population Served:

Parents, legislators, physicians, social workers, child advocates, teacher educators, physical therapists. Head Start teachers and directors, site-based providers, elementary principals, primary grade teachers, family day care providers, child care center directors, early childhood caregivers in Alabama, Arkansas, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

Services Provided:

SACUS provides training, publications, and information to members through an annual conference, indepth training seminars on specific topics, a quarterly journal, and a variety of publications and video tapes.

Resources available specific to issues of transition and/or linkages:

The Portfolio and Its Use: Developmentally Appropriate Assessment of Young Children; Teacher-Parent Partnership to Enhance School Success in Early Childhood Education; Where Learning Is Child's Play: Good Practice in K-3 Classroom; Multicultural Learning in Early Childhood Education; Checklists for Programs for Four-Year-Olds

Standardized Tests and Our Children: A Guide to Testing Reform; Continuity of Learning for Four- to Seven-Year-Old Children; Developmentally Appropriate Assessment; Supporting Parents; Quality Four-Year-Old Programs In Public Schools

General resources available:

Prenatal Cocaine Exposure: The South Looks for Answers; Growing and Learning: Ideas for Teachers of Young Children; video training tapes—Developing A Whole Language Program for Kindergarten and the Primary Grades; Developing Thinking Skills in Kindergarten and Primary Grades; Kindergarten: A Year of Learning for Five-Year-Olds

(continued)

History of Organization:

The Southern Association on Children Under Six began in 1948 when 27 parents, child care workers and directors, teachers, and social workers met to address the needs of children in the South. The Association is supported primarily by membership dues. The main focus over the years has been to promote a high quality of life for the South's children—through teacher training, advocacy, and a variety of publications.

Organizational Goals/Focus and Priorities:

The vision statement of the Association is "Promoting a High Quality of Life for the South's Children." This vision is reflected in the Association's emphasis on training early childhood educators and child care workers, providing quality publications on topics of interest and concern to the profession, and serving as advocates for programs and legislation that promote and strengthen the family.

SACUS

Resources Available specific to issues of transition and/or linkage:

The Portfolio and Its Use: Developmentally Appropriate Assessment of Young Children by Cathy Grace and Elizabeth F. Shores. 1991.
An introduction to the portfolio as a primary means to appropriately assess preschool and primary-grade children. 72 pages. $8.members/$10.nonmembers.

Teacher-Parent Partnership to Enhance School Success in Early Childhood Education. by Kevin J. Swick. 1991.
How parents and early childhood teachers can work together. 160 pages. $14.members/$16.nonmembers.

Where learning Is Child' Play: Good Practice in K-3 Classroom. Available in March, 1992.
This is a report of selected K-3 classrooms around the South where teachers are implementing the reforms policymakers talk about. $7.member/$9.nonmembers.

Multicultural Learning in Early Childhood Education, Kevin J. Swick, Ed. 1989.
A collection of readings which address questions such as What is culture and how is it formed?. What about culture in early childhood education? How can we guide parents to become effective multicultural models?, 81 pages. $6.members/ $8.nonmembers.

Checklists for Programs for Four-Year-Olds. 1990. Based on the SACUS position statement on quality programs for four-year-olds in public school. Easy to read style for parents. Single copies 40 cents each. Discount on orders of 100 or more.

Standardized Tests and Our Children: A Guide to Testing Reform. 1991. From FairTest, this handbook covers how standardized tests are used, alternatives for evaluating students and what teachers and parents can do to advocate developmentally appropriate evaluation. $4.members/$5.nonmembers.

Position Statements from SACUS

Continuity of Learning for Four to Seven Year Old Children

Developmentally Appropriate Assessment

Supporting Parents

Quality Four-Year-Old Programs In Public Schools

40 cents/member; 50 cents/nonmembers. Discounts on orders larger than 10.

Continuity of Learning for Four-to-Seven-Year-Old Children: A Summary
A SACUS Position Statement

The quality of child care and educational programs in which children ages four to seven are engaged in learning will have a great impact on their life-long dispositions for learning.

It is the position of SACUS that children be viewed as learners:

Children learn and grow as whole persons.

Children learn through active engagement and through conversation and dialogue concerning their experiences.

All children can learn, and given appropriate settings, want to learn.

Children learn quickly when material is presented in meaningful ways at appropriate times.

Children exhibit different learning styles.

Children grow and develop through predictable stages, but at individual rates.

It is the position of SACUS that:

Early childhood educators and caregivers be given special training and education for working with young children.

Early Childhood educators and caregivers be decision-makers.

Early childhood educators and caregivers be given opportunities for continued growth.

It is the position of SACUS that educational and child care settings reflect:

limited class and group sizes.

a curriculum including a wide variety of topics and subjects.

appropriate use of technology.

a variety of appropriate assessment techniques rather than depending on formal testing to provide dates for decision making.

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SACUS

General Resources

Prenatal Cocaine Exposure: The South Looks for Answers. 1991. An overview of pilot projects, programs and policies around the South. 24 pages. $6/members $8/nonmembers.

Growing and Learning: Ideas for Teachers of Young Children. By Jean M. Shaw. 1990. This resource book for teachers of four-to-six-year-olds offers workable guidelines based on early childhood research and theory. Thematic curriculum units, social learning, language development, math and science are covered. 87 pages. $8.members/$10.nonmembers.

Video Training Tapes

Developing A Whole Language Program for Kindergarten and the Primary Grades. 26 minutes $17.members/$19.nonmembers. Classroom situations demonstrate practical activities to promote literacy skills in children grades K-3.

Developing Thinking Skills in Kindergarten and Primary Grades. 2[illegible] minutes $17.members/$19.nonmembers. Bloom's Taxonomy is reviewed and explored through actual classroom practices which illustrate each level defined by Bloom's model on cognitive development.

Kindergarten: A Year of Learning for Five-Year-Olds. 28 minutes. $17.members/$19.members. All aspects of the developmentally appropriate classroom are explored.

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SACUS recommends:
Transitions from year to year or level to level in schooling and child care centers should be planned to fit the needs of children and to facilitate continuous learning.

The entire position statement can be ordered from:

The Southern Association on Children Under Six
PO Box 5403, Brady Station
Little Rock, AR 72215-5403
(501) 663-0353
Cost 40 cents each
Bulk order discounts available

Southern Association on Children Under Six

The purpose of the Southern Association on Children Under Six, (SACUS), is to work on behalf of young children and their families in relation to developmentally based early childhood care and education and to provide opportunities for the cooperation of individuals and groups in the South who are concerned with the well-being of young children.

SACUS is comprised of 15 affiliate states: Alabama, Arkansas, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia and West Virginia. Membership is also open to non-affiliates who reside outside the affiliate region. Currently membership exceeds 16,000.

Membership in SACUS provides benefits such as a quarterly refereed journal, *Dimensions*, a biannual public policy update, a biannual association report, reduced rates for publications which address issues of importance to early childhood educators and caregivers and reduced conference and training fees. The annual SACUS Conference offers participants over 200 seminars and workshops that promote discussion and the sharing of information on topics such as curriculum development, staffing issues, public policy, family issues, infant and toddler program issues and research. Indepth training seminars are also offered throughout the region on specific topics. These are scheduled throughout the year.

Now in its 43rd year, SACUS continues to promote a high quality of life for the South's children in working with a variety of professional groups who share the common vision.

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HIGHLIGHTS ON
TECHNICAL ASSISTANCE PROVIDER

Project STEPS (Sequenced Transition to Education in the Public)

Who to Contact for Early Childhood Information (0-8 years):

Beth Rous, Director
606/278-0549

Target Population served:

0-8 years early childhood providers. Free to Kentucky (other states at a cost)

Services Provided:

Training and technical assistance on transition issues and materials

Resources available specific to issues of transition and/or linkages:

General resources available:

See attached.

History of Organization:

Grant through U. S. Department of Education Early Education Programs for Children with Disabilities

Organizational goals/Focus and Priorities:

To establish statewide transition systems (0-8 years) using the STEPS model that addresses administrative procedures, staff involvement, family involvement, and child preparation.

HIGHLIGHTS ON TECHNICAL ASSISTANCE PROVIDER

Tennessee Department of Human Services
Day Care Services—14th Floor
400 Deaderick Street
Nashville, TN 37248-9600

Who to Contact for Early Childhood Information (0-8 years):

Janet Camp, Director, Day Care Services
615/741-7130

Target Population Served:

Tennessee families with children birth through age 16

Services Provided:

Day Care licensing of family day care homes (5-7), group day care homes (8-12), centers (13 or more).

Registration of family day care homes (2-4) in 20 pilot counties.

School-age child care services through Dependent Care Grant funds: start-up grants, technical assistance, lending library of videos and books, annual conference, SACC brochures.

Child Care Resource and Referral Service through Dependent Care Grant funds: centrally-housed service with toll-free number, serving any Tennessee parent; child care directories and mailing labels provided at cost; parenting seminars.

Administration of Child Care and Development Block Grant including subsidies for families; start up, expansion, and operation grants; small grants to meet standards.

Training and technical assistance for child care providers.

Lending library of videos for providers (beginning 1992).

Resources available specific to issues of transition and/or linkage:

Provider newsletter planned for 1992 as a joint project of TDHS and Agricultural Extension Service.

General resources available:

History of Organization:

The Day Care Licensing division of TDHS was formed in the mid-1950's with the passage of the day care licensing law. In 1986, at the initiation of the Governor's Day Care Task Force, the unit was expanded to Day Care Services, to include the licensing program, but to also assume responsibility for broader affordability, availability, and quality issues and programs to be developed through Dependent Care Grant funds.

Organizational Goals/Focus and Priorities:

1. Improve the quality of child care.
   a. Promote/develop/implement strong standards.
   b. Enforce standards aggressively and consistently.
   c. Implement systems to encourage providers to exceed minimum standards.
   d. Provide training and develop training systems for providers.
   e. Educate parents, the public, and state employees regarding quality care and how to select good child care.

(continued)

2. Improve the quality of child care.
   a. Remove barriers to the development of new or expanded programs—work for available affordable insurance, statewide fire standards with consistent application.
   b. Advocate for resources and incentives within state government and in the private sector to encourage development of new programs—loan funds, loan guarantee funds, capital improvement funds.
   c. Provide information to employers regarding child care assistance options.

3. Improve access to care.
   a. provide information to assist parents, employers, the Department staff in finding child care—directories, and R & D system.
   b. Develop programs/secure resources for under-served and special needs groups of children—rural, handicapped, infants, school-age, children of teens and the homeless.
   c. Advocate for resources to subsidize quality care for low and middle-income families—scholarships, United Way, churches, state and federal funds.

4. Conduct coordinated planning for child care service improvements.
   a. Expand the new database on licensed child care providers to meet the expressed needs of Fiscal Services, Child Welfare Services, Family Assistance, Day Care Services, and the community.
   b. Collect and compile statistical information about child care needs and usage for state and local planning purposes.
   c. Develop short and long-range plans to improve quality, quantity, and access to child care, particularly to under-served groups.
   d. Reassess departmental responsibilities to implement recommendations of the Day Care Task Force in light of State Government Reorganization.
   e. Prepare proposals for child care related grants and continue administration of the Federal Dependent Care Grant Program.
   f. Assure intra- and inter-agency coordination of planning and implementation efforts to improve quality, quantity and access to child care.

PROJECT STEPS FACT SHEET

BACKGROUND

The STEPS model for transition of young children with disabilities was developed through Project STEPS, an HCEEP demonstration project, from 1984-1987 in Lexington, KY. STEPS is the acronym for Sequenced Transition to Education in the Public Schools. In 1989, the Project was funded for Outreach to the state of Kentucky. The goal of Outreach was to set up 14 model sites throughout the state that were using the STEPS model for transition in their community.

The Kentucky Department of Education (lead agency 3-5) and the Cabinet for Human Resources (lead agency 0-2) have adopted the STEPS model as the transition model for the state of Kentucky. Both agencies have, with the assistance of the Project, included major components of the model in the development of state regulations and policies, as well as in all technical assistance documents related to transition.

Project Description

The STEPS model for transition has four major components:

- Administration
- Staff Involvement
- Family Involvement
- Child Preparation

Within each of these four components, specific issues are described and recommendations made for inclusion into transition practices within the community. Each model site receives two days of training, at which time they are asked to evaluate current transition practices. After the training, a contract is negotiated with each site that describes which issues they need to address within their community. Project staff provide technical assistance and training to additional staff members from agencies within the community that are participating in the replication process. The Project also provides transition materials that have been developed through the Project and allocates funds within the community to be used for the replication process.

At a regional level, 23 Core Facilitators have been trained in the STEPS model. These Core Facilitators represent the three agencies that provide early childhood services in the state. They include:

- 4 Specially Funded Coordinators from Head Start
- 14 Representatives from Cabinet for Human Resources, Mental Health/Mental Retardation
- 5 Early Childhood Specialists from the Kentucky Department of Education, Regional Training Centers

Core Facilitators are responsible for providing technical assistance and training at a regional level. These trainers have knowledge of the model and help design a continuation plan for additional replication activities after State Outreach funding ends.

At a state level, a Project advisory committee (state liaisons) has been established that includes representatives from the Kentucky Department of Education, Head Start, and the Cabinet for Human Resources.

Project Materials

Project STEPS has produced several materials and products related to transition. These products include:

- Project STEPS Awareness Packet - orientation materials
- Project STEPS Replication Manual - this manual provides information on how communities can implement the STEPS model.
- ACCESS - a generic supplemental services guide for families of young children with specific information on community services for families of children with disabilities.
- Helpful Entry Level Skills Checklist - Revised - a systematic format for assessing transition skills of children ages 3 through 6 in the areas of:
  - Classroom Rules
  - Work Skills
  - Communication
  - Social/Behavioral
  - Self-Management
- Instructional Strategies Manual - a resource book for teachers that correlates with the Helpful Entry Level Skills Checklist - Revised.
- STEPS Training Packet - includes overhead and handout masters for training participants on the STEPS model.
- Preschool Interagency Planning Council (PIPC) Starter Kit - information on how to start an interagency council in your community.
- Other materials available include:
  - Helpful Entry Level Skills Manual
  - Helpful Entry Level Skills Classroom Matrix
  - Sample performance based assessment forms for the Checklist
  - Sample Training Packet for using the Helpful Entry Level Skills Checklist (includes activities for participants and overhead masters)

GOAL 3.0 Increased family involvement and self-sufficiency of low-income families through coordination of interagency support systems.

Activity 3.1 **Family Resource Center**

Objective: To coordinate collaborative long-range planning between local Head Start Programs and school districts for design and implementation of the Family Resource/Youth Service Centers.

Activity 3.2 **Family Literacy**

Objective: To develop innovative strategies for blending Head Start with existing family literacy programs.

Activity 3.3 **JOBS**

Objective: To coordinate Head Start involvement in providing child-care, literacy and employment opportunities in the JOBS program.

GOAL 4.0 Increased awareness of the Kentucky Preschool Model universal..comprehensive..inclusionary..collaborative.

Activity 4.1 **Seminars**

Objective: To coordinate topical seminars and conferences in Kentucky on national early childhood issues which have implications for the Kentucky Preschool Model.

Activity 4.2 **Documents**

Objective: To develop conference proceedings, policy papers and other support documents describing response to specific issues.

Activity 4.3 **Dissemination**

Objective: To assist the Kentucky Department of Education in preparing awareness materials (articles, etc.) and presenting the Kentucky Preschool Model at state, regional and national conferences.

GOAL 5.0 To evaluate the impact and effectiveness of the H.S. Collaboration Project.

Activity 5.1 **Evaluation Through Survey**

Objective: Develop a questionnaire as to the effectiveness of the H.S. Collaboration Project with input from the KHSA Executive Committee Region IV, KDE, and CHR representatives.

Activity 5.2 **Evaluation Through Interview.**

Objective: Conduct an interview process with identified key informants.

GOAL 1.0 Expansion of quality preschool services to young children through linkages which maximize resources among key agencies and groups.

Activity 1.1 **Linkages**

Objective: To represent Head Start as a liaison in activities designed to blend Head Start with state preschool initiatives via regulation, quality monitoring and finance, including consideration of alternative models for inter-government fiscal flows to Head Start.

Activity 1.2 **State Needs Assessment**

Objective: To coordinate Head Start expansion in Kentucky by brokering federal, state and local funds to priority geographic areas based on state needs assessment.

Activity 1.3 **Corporate Advisory Board**

Objective: To develop strategies for more effective preschool program management and long term impact on children and families through expertise from a corporate advisory board to the project.

Activity 1.4 **Transition**

Objective: To represent Head Start as state liaison for interagency transition planning for families and children through the state transition project STEPS (Sequenced Transition to Education in Public Schools).

GOAL 2.0 Increased number of credentialed early childhood personnel through an interdisciplinary Early Childhood Education career development system.

Activity 2.1 **IECE Linkages**

Objective: To develop models for linking pre-baccalaureate early childhood training in the community college and post-secondary education system (CDA, AA) to baccalaureate IECE (Interdisciplinary Early Childhood Education) programs.

Activity 2.2 **C.D.A. Scholarship**

Objective: To expand the Kentucky C.D.A. (Child Development Associate) Scholarship Program (P.L. 99-425).

Activity 2.3 **Staff Upgrading**

Objective: To develop practical strategies for upgrading current Head Start and other early childhood personnel into IECE at all levels (CDA, AA, BA).

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Approaches to School-Age Child Care

Michelle Seligson and Lillian Coltin

School-age child care includes almost any program that regularly enrolls children from kindergarten through early adolescence during the times when schools are traditionally closed. This includes programs operated by schools, family day care providers, recreation centers, youth-serving organizations, and child care centers. Also known as *extended day programs*, before-and-after school programs provide enrichment, academic instruction, recreation and supervised care. An array of drop-in and part-time programs also serve an ad hoc child care function.

Options Available to Families of School-Age Children

Changes in family structure and values have altered the way in which many children are cared for. More mothers are in the labor force; more families are headed by a single parent; and fewer relatives are available to care for children. Increasing numbers of families are looking for ways to care for their children in before-and-after school programs or through the use of a patchwork quilt of care arrangements.

There are many options for school-age care. Each offers advantages and disadvantages, and none is right for all children under all circumstances. Some children may benefit from the slower pace and smaller environment of a family day care home, while others may need the larger physical and social setting of an after-school program. Children with special talents may enjoy a narrowly focused program that allows them to improve their skills, while other children may require highly varied programs that help them maintain their interests.

Developmental Needs of School-age Children

Self-care arrangements do not meet the developmental needs of some school-age children. As these children navigate the passage from early childhood to adolescence, they need opportunities to make friends, play, develop skills and initiative, see products through to completion, and receive attention and appreciation from caring adults.

Many professionals are concerned about children who are on their own after school and children for whom relationships with other children, adults, and family members are no longer a given. Seligson and Fink (1989) raised a number of questions about what this situation means for children, parents, and community. For example, what will happen to those children who lack the out-of-school experiences which were once considered part of a healthy childhood? How much self-care is appropriate, and at what age is it appropriate? Are children on their own at greater risk for premature sexual experimentation or drug or alcohol use?

Characteristics of Quality School-Age Programs

Baden and others (1982) summarized three years of research on programs in the U.S. In the course of this research, it was discovered that the best school-age child care programs have certain common elements. These programs:

- offer a safe environment that fosters optimal development;
- employ a sufficient number of qualified, well-trained staff;
- are administered efficiently;
- encourage staff-parent interaction;
- balance activities to include structured and unstructured time, teacher-directed and child-initiated experiences, and a range of activities;
- capitalize on the interests of the children and opportunities for informal, social learning;
- use community resources as much as possible;
- communicate clear, consistent expectations and limits to children;
- provide indoor and outdoor space for active play, and places for socialization and private time.

The National Association for the Education of Young Children (NAEYC) has established the National Academy of Early Childhood Programs, which offers accreditation to centers serving children through age eight. Its validation criteria confirm the elements of quality programming mentioned above.

The School-Age Child Care Project of Wellesley College Center for Research on Women has created self-guided assessment instruments for school-age child care programs. Assessing School-Age Child Care Quality (ASQ) examines a program to determine which areas are strong and which could be improved. ASQ is designed to create a dialogue among program participants as they explore strategies for program change.

Supportive Services: Some Back-up Solutions

In addition to adult-supervised child care programs, some communities offer supportive services for self-care. These include educational materials and curricula that provide information for latchkey children and their parents; telephone *reassurance lines* staffed by phone counselors trained to provide a friendly voice and occasional advice; and block parent programs using trained volunteers who make their homes available during after-school hours in case of emergency. These programs are designed not to address the day-to-day needs of children after school, but rather to reduce the possibility of serious trouble confronting a child.

Few studies have measured the impact of self-care on children over time. One study of former latchkey children found that negative reactions to unresolved stress did persist into adulthood. A handful of studies indicated that children in after-school programs did better in terms of academic performance and social adjustment than peers who were not in care. Although none of these studies included rigorous comparison groups (Miller & Marx, 1990), they did offer an indication of the benefits of high quality child care.

Improving School-Age Child Care

If the policy agenda for after-school child care follows the pattern of preschool child care, the key challenge in forthcoming years will be to determine the indicators of program quality (Powell, 1987). The school-age child care field is developing so rapidly that it is imperative to conduct systematic research on programs that are supportive of positive child and family outcomes. The field is just beginning to develop program standards through self-assessment techniques, accreditation, and state licensing procedures. Yet relatively little is known empirically regarding which levels of child/adult ratios, group size, caregiver characteristics, and parent involvement are most supportive of social adjustment and cognitive development. A recently approved large-scale provider survey sponsored by the U.S. Department of Education should provide important information regarding the range and prevalence of program and client characteristics. In 1992, as a result of this study and other efforts, more hard information about school-age child care and a much better understanding of what constitutes high quality child care programs will be available. The next step will be to determine the impact of these programs on the children and families that use them.

Conclusion

The newly enacted federal Child Care and Development Block Grant, the Dependent Care Block Grant, special school-age child care legislation in at least 14 states, municipal sponsorship, and increased corporate interest are examples of progress in policy and program development. Public schools have begun to form partnerships with provider agencies and also offer programs.

Ultimately, good school-age child care must be understood as both a mediating influence that may prevent damage to children, and as an investment in the well-being of children and their families.

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Readiness: Children and Schools

Lilian G. Katz

Concern for the readiness of America's children to profit from school experience was expressed by the President of the United States and the National Governors' Association at their summit meeting in February, 1990. The first of six educational goals outlined at the meeting was that "all children will start school ready to learn" by the year 2000. Three objectives emerged from discussion of ways to achieve this goal. Communities and schools must:

- provide disadvantaged and disabled children with access to high quality and developmentally appropriate preschool programs designed to help prepare them for school.
- recognize that parents are children's first teachers and encourage them to spend time daily to help their preschool children learn; provide parents with training and support.
- enhance prenatal health systems to reduce the number of low birthweight babies; ensure that children receive the nutrition and health care they need to arrive at school with healthy minds and bodies.

The Concept of Readiness

Consideration of the readiness goal and the more precise objectives raises questions about the concept of readiness and its meaning to policymakers and educators. This concept has been debated for more than a century (Kagan, 1990). The main issue debated is the extent to which development and learning are determined by the biological processes involved in growth versus the experiences children have with parents, peers, and their environments. Those who emphasize internal developmental processes believe that the passage of time during which growth occurs renders the child more or less able to benefit from formal instruction. Those who emphasize experience take the position that virtually all human beings are born with a powerful built-in disposition to learn and that inherent growth processes and experience both contribute to children's learning.

The quantity and rate of learning in the first few years of life are nothing short of spectacular. The fact that by three or four years of age, most children can understand and use the language of those around them is just one example of learning that takes place long before children begin school.

However, what children learn, how they learn, and how much they learn depend on many factors. Among the most important factors are the child's physical well-being, and his emotional and cognitive relationships with those who care for him. The school readiness goal reflects two concerns about the education of young children. The first is that increasing numbers of young children live in poverty, in single-parent households, have limited proficiency in English, are affected by the drug abuse of their parents, have poor nutrition, and receive inadequate health care.

The second area of concern involves such matters as the high rates of retention in kindergarten and the primary grades, delayed school entry in some districts, segregated transition classes in others, and the increasing use of standardized tests to determine children's readiness to enter school. Standardized tests used to deny children entrance to school or place them in special classes are inappropriate for children younger than six. These trends are due largely to the fact that an academic curriculum and direct instruction teaching practices that are appropriate for the upper grades have gradually been moved down into the kindergarten and first grade.

These two areas of concern suggest that reaching the school readiness goal will require a twofold strategy: one part focused on supporting families in their efforts to help their children get ready for school, and the second on helping the schools to be responsive to the wide range of developmental levels, backgrounds, experiences, and needs children bring to school with them.

Getting Children Ready for School

The term *readiness* is commonly used to mean *readiness to learn to read.* However, children's general social development and intellectual backgrounds should also be taken into account in any consideration of ways to help children prepare for school.

- *Social readiness.* Children are more likely to cope successfully with their first school experience if they have had positive experience in being in a group away from their home and familiar adults. Young children can approach new relationships with confidence if they have already had some positive experience in accepting authority from adults outside of their family. They are also more likely to adjust easily to school life if they have experienced satisfying interaction with a group of peers and have thereby acquired such social skills as taking turns, making compromises, and approaching unfamiliar children. Parents and preschool teachers can contribute to social readiness by offering children positive experiences in group settings outside of the home, and by helping children strengthen their social skills and understanding (Katz & McClellan).

- *Intellectual readiness.* Children are more likely to feel competent in school if they can understand and use the language of the peers and the adults they meet in school. They are also more likely to have confidence in their own ability to cope with school if they can relate to the ideas and topics introduced by the teacher and other children in class discussion and activities.

  Parents and preschool teachers can strengthen intellectual preparedness by providing children ample opportunity for conversation, discussion, and cooperative work and play with peers who are likely to start school with them. Parents of children not enrolled in a preschool program can help by talking to the staff at the child's future school about the kinds of stories, songs, and special activities and field trips usually offered at the school, and by introducing related topics to their children.

Getting the School Ready for the Children

The most important strategy for addressing the school readiness goal is to prepare the school to be responsive to the wide range of experiences, backgrounds and needs of the children who are starting school.

- *Appropriate curriculum.* A position statement on school readiness issued by the National Association for the Education of Young Children (1990) points out that, given the nature of children's development, "the curriculum in the early grades must provide meaningful contexts for children's learning rather than focusing primarily on isolated skill acquisitions" (p.22). The curriculum should emphasize informal work and play, a wide range of activities related to the children's direct, firsthand experience, ample opportunity to apply skills being learned in meaningful contexts, and a wide variety of teaching methods.

- *Appropriate staffing.* Teachers are more likely to be able to accommodate the diversity of experiences, backgrounds, languages, and interests of their pupils if their classes are small, or if they have the services of a qualified full-time aide. Having two adults in each class makes it easier to staff classes with speakers of more than one language. Small child/staff ratios provide teachers with the opportunity to spend unhurried time with every child, to address each child's unique needs, and to develop good relationships with parents.

- *Age considerations.* The National Association for the Education of Young Children's Position Statement on School Readiness points out that contrary to what is commonly assumed, there are no tests by which to determine reliably whether a child is "ready" to begin school. "Therefore, the only legally and ethically defensible criterion for determining school entry is whether the child has reached the legal chronological age of school entry" (p.22). Some schools and districts are experimenting with mixed-age grouping as a way of reducing grade retention rates, and encouraging children to help each other in all areas of learning (Katz, and others, 1990).

Realizing the goal of having all our children ready for school and all our schools ready for the children by the year 2000 will require the best efforts of all involved: parents, teachers, administrators and everyone in the community who has a stake in the welfare of its children. And that's just about everybody!

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Protecting Children from Inappropriate Practices

Sue Bredekamp and Lorrie Shepard

Early childhood educators need to devote energy and commitment to resisting inappropriate practices for children. Policies such as using readiness testing, holding younger children out of school, or raising entrance age are at best short-term solutions, and at worst, harm children and contribute to inappropriate expectations.

All children deserve the best education possible, and schools and teachers must be accountable for providing high quality instruction and recognizing and adapting instruction when children fail to learn. But the use of standardized test scores as the predominant indicator of accountability is ill-advised. There is increasing evidence that when test scores take on too much political importance in schools, scores can go up without an actual increase in student learning (Shepard, 1989). We need alternative strategies that ensure excellence, equity, and accountability. Here are some suggestions to help guide educators in making decisions.

Making Decisions about Entrance and Placement

Avoid use of standardized tests for entry to school or promotion in primary grades.

Establish a uniform kindergarten entrance age whereby most children attending kindergarten are 5 years old and most first graders are 6. Accept children for school on the basis of their chronological age and legal right to enter.

Use valid developmental screening tests as a first step in identifying children who may need further diagnosis of a health, learning, or developmental handicap (Meisels, 1985).

Use valid standardized tests as one of many sources of information needed for a complete diagnosis of a child's special needs or the cause of a child's problem, and appropriate intervention and remediation strategies (Meisels, 1987).

Evaluating Programs' Accomplishment of Goals

Avoid use of standardized achievement testing of all children until at least third grade. When standardized achievement test scores are used in third grade as accountability measures and for comparisons of schools and districts, don't test all children; rather, use sampling to obtain the same results. This is cost effective and does not label individual children. Conduct the test in the fall of the year to prevent teaching to the test and evaluating teachers with test scores.

Develop alternative assessment instruments and procedures that can be used instead of standardized tests. These include oral tapes of children's stories or reading progress and portfolios of students' writing and artwork. Recognize that currently available standardized tests provide very limited measures of school and student success and become invalid if children are drilled on questions that are just like the test items.

Increase the use of systematic observation of teacher and student performance, and documentation of sources of evidence of children's progress for use in curriculum planning, evaluation, and reporting to parents. Increase the use of measures that assess children's strengths and deficits.

Planning and Individualizing Curriculum and Instruction

Use developmentally appropriate teaching methods to individualize instruction. For example, when children work in learning centers or in small groups on projects, ensure that the teacher is free to work with individual children and use techniques such as peer tutoring, coaching, and individual progress that use group heterogeneity as an instructional asset.

Clarify the terminology used to describe inappropriate practices. While in some ways an escalated curriculum expects too much and is too fast for the age group, in other ways it expects too little. Emphasis on drill and practice and worksheet-dictated curriculum is "shockingly unstimulating to children and fails to extend their thinking" (NASBE, 1988, p. 4). Young children can engage in problem solving before they know addition and in sophisticated reasoning and questioning about stories before they can decode words, provided that opportunities are provided in ways that are meaningful to children's level of understanding (Peterson, 1989).

Promoting Appropriate Policies

Encourage concerned parents to join together and complain about inappropriate practices and policies. When children's rights are violated by testing abuses, vocal parents are the most effective agents of change.

Enhance collegiality within schools and all sectors of the early childhood profession. Encourage teachers and administrators to join professional early childhood organizations.

Use the many valuable tools available to advocate appropriate practices in all early childhood programs. Some of the position statements that strongly support sound practices for young children are:

- American Federation of Teachers. (1988). "Standardized Testing in Kindergarten. 1988 Convention Policy Resolution." In *AFT Convention Report* (pp. 58-59). Washington, DC.
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Position statements are being developed by the National Association of Elementary School Principals, the National Center for Clinical Infant Programs, and the American Academy of Pediatrics.

Conclusion

The early childhood profession must first increase its degree of consensus about these issues, then act with one voice to influence policy. The next step in the early childhood profession's process of articulating standards for appropriate practice is the development of guidelines for appropriate curriculum content and assessment in the early childhood unit, prekindergarten through third grade. The National Association for the Education of Young Children (NAEYC), in collaboration with the National Association of Early Childhood Specialists in State Departments of Education and other national organizations and experts, is working on this project. (Guidelines for appropriate content and assessment in the early childhood unit, prekindergarten through third grade, will be available from NAEYC in 1991.)

This digest was adapted from an article titled, "How Best to Protect Children from Inappropriate School Expectations, Practices, and Policies," which appeared in *Young Children* (March, 1989): 14-24.

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What's Happening to American Families?

Leon Eisenberg, M.D.

Few issues vex Americans more than what has happened to the role of the family in caring for children. Almost one in four of the nation's youngsters under 18 lives with only one parent, almost always the mother. If the youngster is black, the ratio rises to one in two. The divorce ratio has tripled and the percentage of out-of-wedlock births among teenage women has doubled over the past 15 years.

Caring for infants is not just a dilemma for female-headed households. Whether or not the family is intact, more than half of all mothers with a preschool child are in the labor force, 50% more than the proportion employed out of the home a decade ago. The Labor Department reports that the number of women holding two or more jobs has increased five-fold since 1970.

What we need, we hear on all sides, is a return to the good old days when parents were responsible for their kids and kids obeyed their parents. We long for a return to an age when fundamental values were shared by all. If there *was* such an age, can we go back to it? No one doubts that today's family is harassed and overburdened. The question is: could what seemed to work then work now?

In the aftermath of the Industrial Revolution, the American family has been stripped of two of its traditional social functions: serving as a unit for economic production and as a school for the vocational training of children. The first function has been usurped by commercial firms, the second by the state. Two functions remain: first, the physical and emotional gratification of the family's adult members, and second, the socialization of the children into community mores and the promotion of their development.

The family was once an interdependent economic unit to which all members contributed. It produced most of the goods it consumed. As households began to specialize in cash crops, household self-sufficiency declined. Cottage industries were eliminated as more and more goods were produced in factories. Parental authority was no longer reinforced by control over property inheritance and the acquisition of craft skills. Children ceased being economic assets as they had been on the farm; instead, they required substantial outlays for their upbringing.

Women's roles in the family were also transformed. At the turn of the century, women spent virtually all their adult lives bearing and rearing children. Now, female life expectancy is longer by 30 years and women have 30 to 40 years of postreproductive life. There has been a remarkable increase in female participation in the labor force. Today, both marriage partners need to bring in income to meet family bills. Although women are less financially dependent on their husbands, they continue to bear the major burden of household and child care chores whether they work or not.

There has been a marked reduction in the salience of the family. Since 1960, the proportion of women not marrying has doubled; the probability of divorce has risen to 50%. With one interruption—the post-World War II baby boom—rates of childbearing have declined steadily over the past two centuries, from a total fertility rate of 7 in 1800 to 1.8 today.

In the modal American family of the 1980s and 1990s, both parents are at work outside the home. This has major consequences for family life, consequences captured by the phrase *time poverty*. The economist Victor Fuchs has calculated that between 1960 and 1986, the opportunity for children to spend time with parents declined by 10 hours per week for the average white child, and 12 hours for the black child. The principal reason is the increase in the proportion of mothers holding paid jobs; not far behind is the increase in one-parent households. Fathers in intact families could offset the loss in hours of mothering by doing more fathering; there is little evidence that they do so.

Today, 21% of U.S. children grow up in poverty. For children in young families—that is, with parents under 30—the figure is 35%. These data reflect the decline in real dollar incomes for young families and the growing percentage of single-parent families. From 1979 to 1987, the average family income of the poorest fifth of U.S. families declined by 10%, and that of the poorest fifth of black families by 20%. During the same period, family income for the top fifth grew by 16%. The news is even grimmer for young single-parent families; 75% of their children live in poverty.

What social policies will increase the likelihood that our children will thrive? I believe we need four policy initiatives: protection of young mothers and their children against poverty; paid parental leave after childbirth; assured access to high quality day care; and education for parenthood in public schools.

Protection of Young Mothers and Their Children Against Poverty

The first policy need is for measures to protect young mothers and their children against poverty. It is not single parenthood alone, but the poverty associated with it that accounts for much of the pathology in the children in such families. Compare the situation in the U.S. with that in Sweden. In the U.S., the typical public assistance grant provides an income well below the poverty line. Intended as a spur to work, the payment locks mothers into a cycle of dependency due to the fact that the earnings from the part-time, low-paying work available to them are confiscated. The payments offer nothing to parents who keep just above the poverty line. Health care coverage is variable and uncertain, as though our nation believes that children of indigent parents do not deserve health care. Medicaid covers half of the cost of health care at best.

By contrast, in Sweden, payments to single mothers, in conjunction with day care, subsidized housing, and health insurance, provide a modestly decent standard of living. Swedish policy is designed to support high female labor force participation rates by continuing benefits at a generous level when women return to work. The married mother with a working husband remains far better off. What the policy does is avert destitution for single mothers. Such benefits must become the minimum goal of U.S. policy. The time is long overdue for a higher federal minimum wage and an extension of the Earned Income Tax Credit for working families with children.

Paid Leave for Parents.

The second policy calls for a federal legislation mandate of at least three months—and preferably up to six months—paid leave with guaranteed job protection for either the mother or father after the birth of an infant. Ours is the only Western industrialized country without such provisions. In 1990, President Bush vetoed an unpaid leave bill and the House of Representatives failed to overturn the veto. Even were parental leave available, not all mothers would use it; the important thing is to have options. When there is a father, and he prefers to be the one to stay home with the baby, that may be a welcome alternative.

Access to High Quality Care

The third element in a comprehensive child care policy is assured access to high quality infant and child day care. This requires federal standards mandating high quality care and federal subsidies. Infant day care of high quality is simply unaffordable, even for young mothers who earn the average full-time wage for their age group. A graduated system of subsidies could be indexed to family income in order to meet the expense of approved day care centers.

Education for Parenthood

The fourth element in a comprehensive policy is education for parenthood. Parents of the past learned by modeling themselves not only on their parents, but on uncles, aunts, and grandparents at home or nearby. As they grew up, they learned how to care for younger siblings because they were expected to. The isolated nuclear family and the sharp sequestration of age groups in today's society combine to deprive today's children of these experiences.

Under such circumstances, the acquisition of competence in parenting needs to be assured. I propose that child development centers be housed on junior high and high school campuses so that both male and female adolescents can care for young children and learn about child development under close supervision. Classroom exercises would parallel practical experiences in child care. Some will insist that we cannot afford new and costly federal initiatives. Let us instead ask, Can we afford not to?

Will these policies bring about a Golden Age of the Family? Clearly not. The most they can do is to cushion children against poverty. As society continues to evolve, so will the family. As the family changes, we will need to continue to monitor the state of our children.

This digest was adapted from the ERIC document *What's Happening to the American Family?* by Leon Eisenberg, ED number 325 222, 1990, 13 pp.

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ERIC Digest

EDO-PS-91-6

Infant Child Care

Carollee Howes

Close to half of all mothers of children under one year of age are now working outside of their homes. Their children are cared for by relatives, by in-home caregivers, and in family day care homes and centers. Family day care is the most common out-of-home child care arrangement for infants, but the proportion of infants in center care is steadily increasing (Hofferth and Phillips, 1987).

Recent debate has focused on the possibility that children enrolled in out-of-home child care as infants are at risk for later social and emotional development (Belsky, 1988; Clarke-Stewart, 1988). This ERIC Digest will evaluate the evidence concerning infant child care as a risk for children's social and emotional development.

Studies of Maternal Employment

Studies of the effects of maternal employment on the security of the child's attachment to the mother form the primary research base for the assertion that infant child care constitutes a risk for children. Security of attachment is commonly assessed with the Ainsworth Strange Situation (Ainsworth, Blehar, Waters, & Wall, 1978) when the child is approximately 1 year old. The Strange Situation is a 20-minute laboratory procedure that involves repeated separations from the mother and the infant's being left with a friendly stranger.

Sixteen recent studies that used this assessment method showed that infants of full-time employed mothers were more likely to exhibit an insecure maternal attachment relationship than infants of part-time employed and non-employed mothers (Belsky, 1988; Clarke-Stewart, 1988). It is important to recognize that even though more infants of full-time employed mothers were classified as insecure, well over half (Belsky: 59%; Clarke-Stewart: 63%) of the infants of full-time employed mothers have been classified as securely attached.

On the basis of this research, Belsky (1988) concluded that full-time infant child care prior to the first birthday puts children at risk for later development. Alternative interpretations focus on the psychological meaning of the Strange Situation assessment to the infant who has experienced child care. The experiences of separation of infants in child care centers and family day care homes differ from those of infants not enrolled in child care. We do not know if the former infants find the Strange Situation less stressful than the latter.

One problem with the research linking maternal attachment security and maternal employment is that it provides little information about the kind of alternative care experienced by the infant. We know that infants become attached to their alternative caregivers (Howes, Rodning, Galluzzo, & Myers, 1988). We also know that the quality of the child's attachment to the mother does not predict the quality of the child's attachment to the alternative caregiver (Howes and others, 1988). A child with an insecure maternal attachment relationship may have a secure attachment relationship with an alternative caregiver.

These studies suggest that positive relationships with infant child care caregivers may compensate for insecure maternal attachments. If future research supports these conclusions, the stability and characteristics of the infant child care caregiver will assume great importance.

Studies of Child Care Settings

Mothers who are responsive and sensitive—that is, who respond consistently and appropriately to their child's social bids and initiate interactions geared to the child's capacities, intentions, moods, goals, and developmental level—are most likely to have children with secure maternal attachments (Belsky, Rovine, and Taylor, 1984). One can assume that this is also true for alternative caregivers. Some research suggests that in infant child care, infants and toddlers with more responsive and sensitive caregivers have higher cognitive and language scores and greater social competence (Rubenstein & Howes, 1983).

Several features of the child care environment are linked to caregiver sensitivity and responsiveness. These are: formal training in child development on the part of the caregiver, few children to care for and many adults in the room, short hours, decreased responsibility for housework, and environments designed to be safe and appropriate for children (Howes & Stewart, 1987). As might be expected, caregivers who work in high quality child care settings can be more responsive and sensitive to the infants in their care than caregivers with less desirable conditions. Infants and toddlers in high quality child care are more likely than children in low quality care to be securely attached to caregivers (Howes and others, 1988), to engage in competent social interaction with adults and peers (Howes and Stewart 1987), to self-regulate (Howes and Olenick, 1986), and to have high language and cognitive scores (Goelman & Pence, 1987).

Studies Linking Children's Development to Family and Child Care Influences

Despite constraints on parental choice of child care, several studies report that families who provide appropriate care in their homes tend to select good child care. Parents who are stressed (Howes and Stewart, 1987), lead complex lives (Howes and Olenick, 1986), lack social supports (Howes and Stewart, 1987), and lack developmentally appropriate child rearing practices and values (Howes & Stewart, 1987), are more likely to enroll their child in low quality than in high quality child care. Mothers whose infants are classified as insecurely attached enroll their infants in family day care homes that have a higher than average number of children per caregiver (Howes and others, 1988).

A few studies have attempted to compare the relative influences of family and child care on the development of infants in child care. These suggest that the combination of child care and family influences best predicts the social development of the infant (Howes & Olenick, 1986; Howes and Stewart, 1987; Howes, 1988). Infants and toddlers in high quality care and cared for by families low in stress and high in social support and developmentally appropriate child rearing values and practices were more socially competent (Howes and Stewart, 1987). Children with a history of high quality care inside and outside the family were better able to adjust to first grade than children with less fortunate care and family histories (Howes, 1988).

Research evidence does not suggest that infant child care per se is detrimental to the child's future social and emotional development. It does raise concerns for the child who experiences insensitive care both at home and in child care.

This digest was adapted from the article, "Research in Review: Infant Child Care," by Carollee Howes, which appeared in the September, 1989 issue of *Young Children*.

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ERIC EECE Newsletter
Volume 3, Number 1, Spring 1991 ERIC

The Teacher's Role in Young Children's Social Development

Although definitions of social competence vary, they generally involve the ability to initiate and maintain satisfying, reciprocal relationships with peers. This ability depends on many kinds of social interaction skills.

An accumulating body of evidence indicates that children who fail to achieve minimal competence in social relationships with their peers are at risk of developing a variety of social maladaptations later in life. The risks in adolescence and adulthood include academic failure, dropping out of school, juvenile delinquency, and mental health problems.

A new book by Lilian G. Katz and Diane E. McClellan offers teachers practical strategies they can use to head off these risks by helping children develop social skills. The book, *The Teacher's Role in the Social Development of Young Children*, also offers discussion of the research in this area and an extensive bibliography.

The publication begins with a brief discussion of what is meant by *social competence* and the manner in which it develops. Aspects of social competence related to social difficulties, shyness, sociability, and intimacy are considered. The influences of peers, learning, cultural diversity, and social skills training on social development are discussed.

The book then presents general teaching strategies for helping children achieve social competence. Particular attention is paid to the process of establishing authentic communication with children. This process involves establishing credibility with children, motivating children without putting others down, fostering a sense of justice with ground rules, appealing to children's good sense, and helping children cope with adversity. Precise methods for offering simple and straightforward explanations and making appropriate use of timeout are presented. Teachers are also offered suggestions for ways to use social difficulties as opportunities for teaching and to develop respect for children's feelings.

The next section describes specific teaching strategies for helping children overcome social difficulties. These strategies fall into the two broad categories of fostering social understanding and strengthening interactive skills. The former involves the strategies of arousing children's empathy and altruism, alerting children to others' feelings and interests, and encouraging alternative interpretations of behavior. Strategies for strengthening interactive skills concern the development of children's approaches to each other, turn-taking, negotiating skills, and methods for dealing with bullies and tattlers.

The book concludes with a discussion of curriculum issues related to fostering social growth in young children. The need to balance individual and group activities is noted.

The Teachers' Role in the Social Development of Young Children is available for $10.00 prepaid from ERIC/EECE, 805 W. Pennsylvania Ave., Urbana, IL 61801. Orders from the U.S., Canada, and Mexico should include $1.50 for postage and handling; international orders should include $3.00.

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- New documents from ERIC/EECE

Measuring Kindergartners' Social Competence

A new ERIC Digest by Anthony D. Pellegrini and Carl D. Glickman advocates assessment of children's social competence, of which performance on achievement tests is only a small part. *Social competence* is the degree to which children adapt to their school and home environments. Pellegrini and Glickman maintain that social competence in young children is best assessed with a combination of measures—behavioral measures, peer nominations, teacher ratings, and standardized tests. This is particularly the case for decisions about grade retention or assignment to special classes.

Assessment of children's social competence requires observation of children interacting with peers. While classrooms can be used to study such relationships, a playground maximizes opportunities for peer interactions, minimizes the chances of teacher involvement, and provides children with a greater amount of play. Tag—a game allowed on the playground but not in the classroom—elicits rule-governed behavior, the kind expected in classrooms and in society in general. Children try to play such games well because they want to sustain interaction with peers. Thus, children show their competence.

Games may predict achievement because the social interaction characteristic of games taps a number of linguistic, social, and cognitive dimensions that are incorporated into later achievement. What a child does in games with rules predicts popularity. In such games, children must possess and use the skills needed to analyze social interaction. Children who possess these skills are popular.

The most reliable assessment contexts seem to be those in which children are comfortable and have opportunities to exhibit their competence. Measures taken in such contexts are more accurate predictors of first grade achievement than standardized achievement test scores.

If first grade success is to be successfully predicted from kindergarten experience, time and money will have to be invested. Granted, observations are expensive, but so are remedial programs. The authors recommend that observations of children be conducted weekly for each child. Such a recommendation may frustrate teachers, administrators, and aides who already have too much to do. However, the observations recommended typically take less than one minute per child to conduct. Similarly, a personality scale done midway in the school year takes about 10 minutes per child.

Perhaps the time and money now spent on standardized tests should be spent differently—half as much on academic testing, with some money spent on social competence testing. It is probably cheaper to make the investment needed to spot potentially serious problems in kindergarten than to spend money later on juvenile detention homes and unemployment checks. No measurement of *anything* will cure society's ills, but assessment of kindergartners' social competence may be a step in the right direction.

The digest was adapted from an article of the same name which appeared in *Young Children* (May, 1990): 40-44. To receive a complimentary copy of the digest, just fill out the order form on the third page of this newsletter.

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Recent ERIC Documents

Burts, Diane C.; And Others. *Frequencies of Observed Stress Behaviors in Kindergarten Children: A Comparison of Developmentally Appropriate and Inappropriate Classrooms*. 1990. 24 pp.
ED 319 484.

Kindergartners in developmentally appropriate and inappropriate classes were observed for behaviors indicative of stress. Children in inappropriate classes exhibited significantly more stress behaviors than children in appropriate classes. Results indicated more stress behaviors in lower SES black children than in lower SES white children.

Ellenzweig, Judith. *Project SOLID START*. Massachusetts State Department of Education, Boston, 1990. 9 pp.
ED 319 490.

Project SOLID START is an integrated reading program in the Melrose, Massachusetts public schools. SOLID START supports beginning literacy in a developmental, rather than a remedial, mode. The project tests the hypothesis that a carefully structured, integrated, intensive program that reinforces the regular first grade language arts curriculum will significantly reduce the number of children experiencing difficulty or failure in first grade.

Kruse, Janice. *Resources for Teaching Thinking: A Catalog*. Research for Better Schools, Inc., Philadelphia, PA, 1989. 539 pp. ED 320 691.

A total of 520 resources for teaching thinking skills to students in kindergarten through high school are described. Each entry includes the title; name of developer; type of material; purpose; thinking skill addressed; the publisher's address, and phone number; cost; order number; and grade level. Each resource is coded for subject area appropriateness.

Lombardo, Kathy A. *Establishing a Coalition of Hospital-Affiliated and Community-Based Child Care Services through a Family Home Day Care Network*. Nova University, 1990. 61 pp.
ED 317 235.

A practicum was designed to expand child care services for children of hospital employees and residents of communities [illegible]nd the hospital. Goals were to increase [illegible]umber of quality child care slots in the area and improve consumer knowledge of child care services. Outcomes were positive.

Schneider, Wolfgang. *Domain-Specific Knowledge and Cognitive Performance.* 1990. 28 pp. ED 317 316.

The relation of domain knowledge to achievement is discussed. Mechanisms through which domain-specific knowledge relates to strategy use in memory tasks are summarized. Empirical evidence concerning direct effects of the knowledge base on memory performance is considered. Studies on the influence of a highly articulated knowledge base on memory performance receive special emphasis.

Washington's Can Do Kids. Washington State Office of Community Development, Washington State Legislature, Olympia, 1989. 39 pp. ED 321 839.

Washington Early Childhood Education and Assistance Program (ECEAP) provides [illegible] preventative intervention program to low-[illegible]me 4-year-olds at risk of failing at [illegible]ool. ECEAP offers cognitive and social education, parental involvement, and medical, dental, mental health, nutritional, and social services.

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Workshop for Caregivers

The Fifteenth Annual Quality Infant/Toddler Caregiver National Workshop will be presented by Dr. Alice S. Honig, June 10-14. The workshop will cover the latest research in infant development. For more information, contact: Syracuse University, Quality Infant [illegible]regiving Workshop. Attn: Patricia Mar-[illegible], 201 Slocum Hall, Syracuse, NY 13244-1250, (315) 443-2757.

Publications Now Available from the ERIC/EECE Clearinghouse

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Annotated Resource Lists (8-10 ERIC citations)

— Employer-Supported Child Care

— Drug Education in Elementary Schools

ERIC Digests (concise reports on timely issues)

— ***Measuring Kindergartners' Social Competence,*** by A.D. Pellegrini and Carl D. Glickman

— ***The Head Start Experience,*** by Nancy J. Mallory and Nancy A. Goldsmith

— ***Encouraging Young Children's Writing,*** by Jane Maehr

— ***Positive Discipline***

— ***Protecting Children from Inappropriate Practices,*** by Sue Bredekamp and Lorrie Shepard

— ***Working with Working Families,*** by Margaret King

— ***How Can We Teach Critical Thinking?*** by Kathryn S. Carr

— ***Four-Year-Olds and Public Schooling,*** by Sally Lubeck

Publications

— ***The Teacher's Role in the Social Development of Young Children,*** by Lilian G. Katz and Diane E. McClellan. (1991) Cat. #207, 80p., $10.

— ***ERIC/EECE Digests Related to the Education and Care of Children from Birth Through 12 Years of Age.*** (1990) Cat. #206, 66p., $6.95.

— ***Children Learning in Groups and Other Trends in Elementary and Early Childhood Education,*** by John Hollifield. (1989) Cat. #204, 111p., $8.75.

— ***Family Living: Suggestions for Effective Parenting,*** by Lilian G. Katz and others. (1989) Cat. #205, 110p., $11.75.

— ***Children's Social Development: Information for Teachers and Parents,*** by Steven R. Asher and others. (1987) Cat. #202, 99p., $8.95.

ReadySearches (computer search reprints with 35 or more abstracts of ERIC documents and journal articles) For each **ReadySearch**, enclose $8.00 plus $1.50 postage and handling.

— Drug Education in Elementary Schools (Cat. #104)

— Latchkey Children and School-Age Day Care (Cat. #105)

— Full-Day Kindergarten (Cat. #106)

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Minority Students and Tracking

A plethora of research shows disproportionate numbers of minority pupils in low-ability track classes. A survey of 1,200 public and private schools by the Rand Corporation found that in elementary schools where 90 to 100% of students are minorities, low-ability classes account for 28% of math and science courses. By contrast, in schools whose enrollments are 90 to 100% white, only 7% of students are in the slow track.

At a September 27, 1990 Select Education Subcommittee Hearing, Rep. Major Owens (D-N.Y.) cited statistics that African-American children are three times more likely than white children to be placed in classes for the educably mentally retarded, and only half as likely to be in classes for the gifted and talented.

After spending two years studying schools serving predominantly minority enrollments, the Quality Education for Minorities Network arrived at similar statistics. In response, the network issued a statement demanding an end to the practice of tracking, labeling it "a built-in handicap for students from low socio-economic backgrounds."

Tracking is only one of the inequitable practices that researchers and the court systems have begun to uncover in schools with predominantly minority enrollments. Recent studies point to the unequal distribution of high quality teachers and resources, while courts across the nation have been forcing states to redistribute school funding more equitably. The focus of both the studies and the court cases is the inequity between predominantly white suburban schools and inner-city schools, where the student population is predominantly minority.

The main question hanging over the nation now is: when demographics shift and minority students make up the majority of the school-aged population, will the resources remain where they are now or be redistributed to the new majority? The catalyst for such a redistribution may not be justice, but economic necessity. Minority workers educated in the slow track by unqualified teachers with poor resources will be a severe hindrance in a competitive world marketplace. (Source: *Report on Education of the Disadvantaged* Vol.23, No.20 October 4, 1990, page 153, reprinted with permission of Business Publishers, Inc.)

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